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

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

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

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

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

Charles Toomajian  
*Editor*

## HISTORY OF THE COLLEGE

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

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

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

### I

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

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

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

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

## *History of the College*

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

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

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

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

## *II*

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

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

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

## *III*

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

## *History of the College*

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

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

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

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

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

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

## MISSION AND OBJECTIVES

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

President Mark Hopkins '24  
Induction Address (1836)

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

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

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

James D. Canfield '68  
Centennial Oration (1893)

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

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

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

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

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

President Francis Oakley  
Induction Address (1985)

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

### *Mission and Objectives*

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

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

Morton Owen Schapiro  
Induction Address (2000)

## THE CURRICULUM

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

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

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

## REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

### *Academic Requirement*

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

### *Distribution Requirement*

The distribution requirement falls into four parts. (*Parts 3 and 4 DO NOT apply to the Class of 2004 and 2005.*)

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

For the purposes of the divisional 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 such courses in each division must be completed by the end of the sophomore year. No more than two of the courses used to satisfy the requirement may have the same course prefix.

Courses which 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



## *The Curriculum*

scientific thought and technological accomplishment, and to cultivate skill in exact and quantitative reasoning.

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

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

Art History ( <i>except ArtH 268</i> )	Italian
Art Studio ( <i>except ArtS 212</i> )	INTR 259, 264
Chinese	Japanese
Classics	Latin
Comparative Literature	Linguistics
Critical Languages	Literary Studies
English	Music
French	Russian
German	Spanish
Greek	Theatre

### *DIVISION II. Social Studies*

African and Middle-Eastern Studies	Interdepartmental Studies
African-American Studies	( <i>except INTR 259, 264, 315</i> )
American Studies	Jewish Studies
Anthropology	Leadership Studies
Art History 268	Legal Studies
Art Studio 212	Philosophy
Asian Studies	Physics 342
Cognitive Science	Political Economy
Economics	Political Science
Environmental Studies 101	Psychology
Experimental Studies—EXPR	( <i>except PSYC 212, 312, 315, 316T, 362</i> )
First-Year Residential Seminar 101	Religion
History	Science and Technology Studies
History of Science ( <i>except HSCI 224</i> )	Sociology
	Women's and Gender Studies

### *DIVISION III. Science and Mathematics*

Astronomy	History of Science 224
Astrophysics	INTR 315
Biochemistry and Molecular Biology	Mathematics
Biology	Neuroscience
Chemistry	Physics ( <i>except PHYS 342</i> )
Computer Science	Psychology 212, 312, 315, 316T, 362
Environmental Studies 102	Statistics
Geosciences	

*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.

- 2) PEOPLES AND CULTURES REQUIREMENT—intended to help students to begin to understand the cultural diversity of American society and the world at large, so that, as citizens of an increasingly interconnected world, they may become better able to respond sensitively and intelligently to peoples of varied social backgrounds and cultural frameworks. Courses which

## The Curriculum

fulfill this requirement are thus designed to familiarize students with some dimension of American cultural diversity or that of the non-Western world. Each student must complete one graded semester course primarily concerned with : (a) the peoples and cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean; Native American peoples and cultures; or (b) the peoples and cultures of Africa, Asia, Latin America, Oceania, or the Caribbean. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year.

An *asterisk* following a course title indicates that the course may be used to meet the Peoples and Cultures Distribution Requirement. A list of courses offered in 2003-2004 which meet the requirement is on page 314.

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

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers). A list of courses offered in 2003-2004 which meet the requirement is on page 317.

- 4) **WRITING REQUIREMENT**—*Beginning with the Class of 2006*, all students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year. Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19. A list of courses offered in 2003-2004 which meet the requirement is on page 321.

## Major Requirement

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

### MAJOR FIELDS

Majors are offered in the following fields:

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

#### GENERAL STRUCTURE OF MAJORS

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

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

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

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

#### CONTRACT MAJOR

Students who wish to undertake the coherent study of an interdisciplinary subject not covered by a regularly offered major may propose to be contract majors. Procedures for arranging a contract major and for honors work in such a major are described in the section, "Courses of Instruction." Students interested in this option should begin consulting with the Dean's Office and with potential faculty advisors early in the sophomore year. A student completing a contract major may not do so in conjunction with a second major. For further details, see page 132.

#### TWO MAJORS

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

#### *Physical Education Requirement*

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

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

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

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

#### *Residence Requirement*

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

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

## **ADDITIONAL CURRICULAR OPPORTUNITIES**

### *Advanced Placement and International Baccalaureate*

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

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

### *Certificate in European Languages*

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

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

The 3-2 program enables qualified students to combine a liberal arts education at Williams with undergraduate professional training in engineering. In this program, a student studies at Williams for 3 years, completing 24 courses and 3 Winter Study Projects. He or she then transfers to a leading engineering school and studies for a Bachelor of Science degree, usually for 2 more years. Upon successful completion of this program, the student receives a Bachelor of Arts degree from Williams and a Bachelor of Science degree from the engineering school. For students majoring in physics, chemistry, computer science, or mathematics at Williams, the requirements for the senior year courses and major exercise are waived for the Williams degree. Only students who have taken the prerequisite courses, who have at least a B average in scientific subjects, and who have a good record in other subjects will be recommended by their major department and approved by the Committee on Academic Standing for this program.

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

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

The pre-engineering advisor, Professor Jefferson Strait (fall semester) or Professor Sarah Bolton (spring semester), will be happy to assist students interested in any of the options leading to engineering careers.

### *Co-ordinate Programs Offering Concentrations*

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

African and Middle-Eastern Studies  
African-American Studies  
Biochemistry and Molecular Biology  
Cognitive Science  
Environmental Studies  
Leadership Studies  
Legal Studies  
Neuroscience  
Science and Technology Studies

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

### *Co-ordinate Programs*

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

These programs provide educational guidance only, and will not appear on a student's transcript.

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

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

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

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

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

A list of CRAAS courses offered in 2003-2004 is on page 313.

### *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.

### *Exchange Programs*

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

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

### *Experiential Education at Williams*

Experiential education involving "learning by doing" outside the classroom has been a relatively understated but successful part of the Williams curriculum for a number of years. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, more faculty have been challenging students to become more personally engaged in the Williams curriculum through field

## *The Curriculum*

work whether in the form of research, sustained work on special projects or through placement with community organizations. Courses with an experiential learning component provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying.

Courses involving experiential learning as defined above, range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program (page 330) to courses involving one small field research project. The amount and nature of the experiential component(s) will vary according to the instructor's judgement. See page 313 for a list of 2003-2004 courses involving experiential education.

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

### *Community Service:*

Opportunities to put creative energy and initiative to use abound in community organizations in the Williams College area. Service ranges from well-known work such as tutoring or building homes with Habitat for Humanity, to working with newer, developing non-profit organizations such as Chrysalis, an advanced stage AIDS residence. For more information, go to the Lehman Community Service Council homepage on the College website at <<http://wso.williams.edu:8000/orgs/lehman/>> or contact College Chaplain and Coordinator of Community Service, Rick Spalding (Richard.E.Spalding@williams.edu).

### *Internships and Research Opportunities:*

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

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

### *Museum Associates:*

The Museum Associates Program of the Williams College Museum of Art provides students an opportunity to broaden their knowledge of art and art history, to learn about the field of museum education, and to develop valuable communication and public speaking skills while working with the public. The only academic requirement is the completion of Arth 101-102. Applications are accepted every spring. For more information, contact Barbara Robertson, Director of Education at x2038 or by e-mail at broberts@williams.edu.

For more information about experiential education in general, contact Paula Consolini, Coordinator of Experiential Education (pconsoli@williams.edu).

## *Honors Program*

Williams awards the degree with Honors to those students who have demonstrated imagination, initiative, and intellectual independence within the major. The Honors program requires two or three courses constituting a clearly interrelated pattern of study, whether in the form of a thesis, specialization within the major, or interdisciplinary study with courses from other programs or departments. At least one of the courses must be in addition to the minimum number required for the major; one may be a Winter Study Project. A student who is a double major 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 pursue the study of a subject not covered by the normal course offerings of the College, arrangements may be made for him or her to undertake courses of independent study under faculty supervision. Arrangements for independent study are made with the appropriate department at the time of registration.

### *Study Away from Williams*

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

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

### *The Williams Tutorial Program*

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

Tutorials at the 100/200 level are designed primarily for sophomores; sophomores are usually given enrollment preference for such courses, though interested juniors and seniors (and, in some cases, first-year students) are often welcome. Tutorials at the 300/400 level are designed primarily for 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

## *The Curriculum*

than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

*Registration information:* Students register for tutorials as they would for any other course (but should first check the description for prerequisites and to see if permission of the instructor is required). (2) Because of limited enrollments and the special arrangements involved in organizing tutorials, students are encouraged to determine, as early as possible, their interest in and commitment to the course. Students may not drop or add a tutorial after the first week of class. (3) Tutorials may not be taken on a pass/fail basis.

*More information:* Please see page 320 of this catalog for a list of tutorials offered in 2003-2004. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors. (All tutorials have a “T” after the course number.) For general information, advice, or suggestions about the program, please contact Professor Stephen Fix, Tutorial Program Director, in Stetson.

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

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

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

### *Williams-Mystic Maritime Studies Program*

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



## ACADEMIC STANDARDS AND REGULATIONS

### *Attendance*

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

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

### *Registration*

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

New students register by mail in early summer; soon after arrival at Williams, they meet with their assigned Academic Advisors to discuss the curriculum and their course selections. All course changes for new students are made with the approval of the Faculty Advisors. During the first two years of study, students are limited in the number of courses they may take in one department or subject each semester. For full details, see pages 44-45.

### *Course Change Period*

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

First-year and first-semester transfer students may be permitted to withdraw from one course (incurring a deficiency but no grade penalty) as late as the tenth week of the semester. Upperclass students also may once in subsequent years withdraw from a course under the same conditions. A withdrawal, recorded on the transcript as a "W," is granted only with the approval of the instructor and a dean and only if there is complete agreement between the instructor and the dean that, despite conscientious effort to do the work, continuation in the course would be detrimental to the overall educational interest or health of the student. The deficiency thereby incurred must be removed in the normal manner. See references to making up deficiencies on page 19.

### *Course Load*

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

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

## Academic Standards and Regulations

### Fifth Course Pass-Fail Option

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

### Winter Study Project

Students must take and pass a Winter Study Project in each of their four years. Winter Study Projects are graded Honors, Pass, Perfunctory Pass, or Fail. All work for Winter Study Projects must be submitted by the last day of the Winter Study Program; work may be accepted after this date only with the permission of a dean. Students who fail their Winter Study Projects will be placed on Academic Probation by the Committee on Academic Standing and will be required to make up the deficiency (see page 19). Students who fail through gross neglect of work will normally be required to resign. A student who receives a second Perfunctory Pass grade in Winter Study will be required to pass a fifth course, which may be graded on the regular A-E or pass/fail basis, in the following spring or fall semester.

### Grading System and Records

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

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

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

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

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

### First-Year Student Warnings

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

### Extensions of Deadlines

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

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

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

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

## *Academic Standards and Regulations*

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

### *Deficiencies*

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

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

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

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

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

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

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

### *Separation for Low Scholarship*

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

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

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

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

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

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

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

## *Academic Standards and Regulations*

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

Students in good standing occasionally wish to take a personal leave of absence from the College. Students wishing to leave the College should discuss their plans with the Associate Dean before departure; they must submit a letter requesting permission to withdraw, pay all College bills, and vacate their rooms promptly. Financial aid students must also meet with a representative in the Office of Financial Aid before leaving to discuss loan repayment and renewal of aid upon return.

Normally, a student may not voluntarily withdraw from the College in good academic standing *after the eighth week of each semester*. After that date, a student is expected to complete the work of the semester, and grades will be recorded for each course in which he or she is enrolled.

A withdrawal is granted by the Associate Dean for a period of at least a full year and up to three years.

Students who leave in good standing may return with the approval of the Associate Dean. Upon return, students are expected to complete degree requirements without further interruption.

### *Refunds*

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

### *Eligibility for and Completion of Majors*

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

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

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

### *Eligibility for Extracurricular Activities*

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

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

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

### *Dean's List*

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

### *Phi Beta Kappa Society*

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

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

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

## *Academic Standards and Regulations*

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

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

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

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

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

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

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

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

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

### *Awarding of Degrees*

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

### *Graduation with Distinction*

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

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

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

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

## ACADEMIC ADVISING

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

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

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

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

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

## ACADEMIC ASSISTANCE

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

## EXCHANGE AND STUDY ABROAD

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

## POSTGRADUATE AND PROFESSIONAL STUDY

Please see page 30.

## ACADEMIC HONESTY

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

### *Statement of Academic Honesty*

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

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

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

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

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

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

Adopted 1971

### *Guidelines*

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

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

### *Academic Honesty*

The basic rules of attribution require that:

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

### *Procedures for Alleged Violations*

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



## EXPENSES

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

### *Payment of Term Bills*

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

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

### *College Bills*

College charges for tuition, room, board, and fees for the academic year 2003-2004 are as follows:

Tuition	\$27,890
Room Fee (including telephone service)	3,820
Full Board	3,840
Student Activities Fee*	150
House Maintenance Fee (upperclass) or First-Year Dues	50
	<hr/>
	\$35,750

### *Other Expenses*

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

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

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

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

### *Additional Items*

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

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

## *Expenses*

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

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

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

## *Payment of College Bills*

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

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

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

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

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

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

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

Williams also offers an installment plan, administered by Key Education Resources, whereby the yearly charges are paid in 10 equal installments starting in June, with no interest charges. There are no income restrictions. Monthly payments will be the total cost (less any scholarships, Stafford or parent loans) divided by 10. There is an administration fee for this program. Information on this program is sent each spring to all parents or can be obtained by calling Key Education Resources at (800) 539-5363.

### 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 2003-2004 academic year.

#### Fall Semester 2003

##### *Date of Withdrawal*

Prior to start of classes	September 4	100% (tuition, room, board)
Week 1	September 4-10	90% (tuition, board only)*
Week 2	September 11-17	80% (tuition, board only)*
Week 3	September 18-24	70% (tuition, board only)*
Week 4	September 25-October 1	60% (tuition, board only)*
Week 5	October 2-8	50% (tuition, board only)*
Week 6	October 9-15	40% (tuition, board only)*
Week 7	October 16-22	30% (tuition, board only)*
Week 8	October 23-19	20% (tuition, board only)*
No refund after October 29, 2003.		

#### Winter Study/Spring Semester 2004

##### *Date of Withdrawal*

Prior to start of classes	February 5
February	5-11
February	12-18
February	19-25
February	26-March 3
March	4-10
March	11-17
March	18-24
March	25-31
No refund after March 31, 2004.	

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

\*Housing and miscellaneous fees are not pro-rated after the start of classes. Coverage under the College's student health insurance plan generally terminates on the date of withdrawal. The unused portion will be credited to the student's account.

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

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

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

## *Expenses*

### *Financial Aid*

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

### *Distinctive Undergraduate Scholarships*

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

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

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

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

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

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

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

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

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

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

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

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

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

## *Expenses*

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

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

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

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

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

## PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

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

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

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

### *Visual Arts*

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

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

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

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

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

### *Business Administration*

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

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

## *Preparation for Graduate and Professional Study*

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

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

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

### *Engineering*

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

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

The pre-engineering advisor, Professor Jefferson Strait (fall semester) or Professor Sarah Bolton (spring semester), will be happy to help plan course selections and to discuss the possible paths to a career in engineering.

### *Law*

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

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

### *The Health Professions*

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

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

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

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

## *Preparation for Graduate and Professional Study*

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

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

Students interested in college teaching should consult with the chairs of the departments in which they intend to major. Those interested in teaching at the elementary and secondary level should consult with the Director of the Program in Teaching or the Office of Career Counseling.

### *Teaching After Williams*

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

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

### *Religious Study*

There is no particular path through the Williams curriculum designed or recommended for students intending to go to theological seminary or to prepare for a career as a religious professional. Most undergraduate liberal arts courses can be useful to the prospective minister, priest, rabbi, or teacher of religion. Ordination requirements vary widely depending on the particular religious community or tradition; in some cases it may be possible to make progress on certain credentials in academic study or field experience during the undergraduate years. A basic foundation in the study of religion is certainly helpful—and students contemplating advanced academic work in religious studies in preparation for a career in teaching or scholarship should give serious consideration to concentrated undergraduate study in the field.

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



## GRADUATE PROGRAMS AT WILLIAMS

### *Master of Arts in Development Economics*

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

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

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

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

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

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

## PRIZES AND AWARDS

The names of persons to whom awards have been made in 2002-2003 are given in the back of the catalog.

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

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

### *Prizes in Special Studies*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## *Prizes and Awards*

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

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

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

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

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

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

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

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

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

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

**WILLIAM W. KLEINHANDLER PRIZE FOR EXCELLENCE IN MUSIC.** Established in 1991 in memory of William Kleinhandler '50 as an annual prize for excellence by a student in the department of Music.

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

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

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

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

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

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

## *Prizes and Awards*

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

**NANCY MCINTIRE PRIZE IN WOMEN'S AND GENDER STUDIES.** A cash prize established by Gwen Rankin '75 for impressive contributions by a graduating senior to Women's and Gender Studies.

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

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

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

**MORGAN PRIZE IN MATHEMATICS.** A cash prize established in 1993 by Frank Morgan, Professor of Mathematics, and awarded at commencement to a senior major for accomplishment and promise in Applied Mathematics, Statistics, or Mathematics teaching as judged by members of the department.

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

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

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

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

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

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

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

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

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

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

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

**ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY.** A cash prize from a fund established by former students of Professor Robert C. L. Scott to honor his years of service to Williams and awarded to a senior Honors 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.

## *Prizes and Awards*

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

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

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

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

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

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

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

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

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

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

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

### *Essay Prizes*

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

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

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

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

## *Prizes and Awards*

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

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

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

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

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

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

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

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

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

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

## *General Prizes*

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

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

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

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

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

## *Prizes and Awards*

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

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

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

### *Rhetorical Prizes*

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

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

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

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

### *Athletic Prizes*

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

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

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

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

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

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

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

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

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

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

## *Prizes and Awards*

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

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

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

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

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

**KATE HOGAN 25TH ANNIVERSARY OF WOMEN IN ATHLETICS AWARD.** First established on the 25th Anniversary of Women's Athletics at Williams College and renamed in memory of Kate Hogan '87, a participant on the Varsity Soccer and Lacrosse teams, the Junior Varsity Lacrosse and Squash teams, as well as an avid intramural basketball player and runner. Awarded annually at Class Day to the senior woman who has distinguished herself in her commitment and contributions to the Department of Physical Education, Athletics and Recreation. The winner will have engaged in any of the activities offered by the department and will have been an example of the joy and pleasure derived by participation in such activities.

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

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

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

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

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

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

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

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

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

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

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

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



## *Prizes and Awards*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## *Prizes and Awards*

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

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

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

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

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

## *Fellowships Awarded by Williams College*

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

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

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

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

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

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

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

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

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

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

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

## *Prizes and Awards*

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

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

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

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

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

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

**ROBERT G. WILMERS JR., 1990 MEMORIAL STUDENT TRAVEL ABROAD FELLOWSHIP.** Given in memory of Robert G. Wilmers, '90, this grant provides support for summer travel and research for students in their junior year at Williams.

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

### *George J. Mead Fund*

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

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

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

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

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

## **COURSES OF INSTRUCTION 2003-2004**

### **COURSE NUMBERING SYSTEM**

Courses designated by a single number are semester courses.

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

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

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

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

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

### **REGISTRATION REMINDERS:**

On-campus students must register online with SELFREG.

- 1) A course in which registration is deemed insufficient may be withdrawn at the beginning of the semester without previous notice.
- 2) An instructor has the right to: a) require a student to drop a course if the student does not attend the first scheduled meeting of that course; b) refuse permission to add a course if a student has not attended the first scheduled meeting of that course.
- 3 a) First-year students may take no more than one course with the same course prefix, nor more than two in one department, in a semester.
  - b) Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.
  - c) Sophomores may take no more than three courses with the same course prefix, nor more than four in one department, during the full year.
  - d) A student may take no more than a total of five courses with the same course prefix, nor more than eight in one department, during the first two years.
  - e) Any exception to the above *early concentration rule* may be requested by a petition (goldenrod) to the Committee on Academic Standing (C.A.S.) filed at the time of registration.
- 4) An incoming junior must declare a major by filing a "Major Declaration Form" during preregistration. A current junior or senior may change or add a major by filing a "Major Declaration Form" subject to the approval of the C.A.S.
- 5) Declaration of two majors is subject to the approval of the C.A.S. Contract majors are ineligible for a second major.
- 6) Students wishing to undertake an independent study must submit a petition (green) to the C.A.S. before the start of the semester in which a student plans to take the independent study.
- 7) Forms for any of the above requests may be obtained at the Registrar's Office.
- 8) When choosing a course cross-listed in two or more subjects, students should specify which designation they wish to have recorded—at the time they register for that course.
- 9) Courses listed as (*Not offered 2003-2004*) normally will be offered in the following academic year.
- 10) Courses normally meet three times a week in fifty-minute periods, twice a week in seventy-five-minute periods, or once a week for 150 minutes as indicated within the course description. The days of the week that courses meet are represented by the first letter of each day. For example, *M* for *Monday* (except that *R* is used for *Thursday*).
- (11)Tutorials may not be taken on a pass/fail basis. Students may not drop or add a tutorial after the first week of class.

## AFRICAN AND MIDDLE-EASTERN STUDIES (Div. II)

*Chair*, Associate Professor KENDA B. MUTONGI

*Advisory Committee*: Professors: DARROW, D. EDWARDS, C. HILL, MACDONALD. Associate Professors: E. D. BROWN, GOLLIN\*\*\*, KRAUS\*\*\*, MUTONGI, ROUHI. Assistant Professors: BERNHARDSSON, BURTON, GOLDBERG\*, M. LYNCH, PIEPRZAK.

African and Middle-Eastern Studies is an interdisciplinary program focusing on the politics, societies, cultures, and historical development of the peoples of Africa and the Middle East. The program offers a wide range of courses in the area, as well as opportunities to study abroad and possibilities for graduate fellowships and careers.

Students considering completing the concentration are urged to register with the chair of the program during their sophomore year. Normally, students will be expected to take six courses from at least three different departments. One of these courses should be African and Middle-Eastern Studies 201; at least one should be from the "Concepts Courses" listed below; at least two should be from the "Core Courses." The sixth course will be African and Middle-Eastern Studies 401 or 402. In special cases the chair may permit substitution of an approved winter study project, or work completed elsewhere, for one or more of the electives. Proposals for honors work in African and Middle-Eastern Studies, normally involving at least a one semester thesis and an oral examination, must be submitted in writing by the beginning of the senior year and approved by the African and Middle-Eastern Studies Committee.

Fulfillment of the requirements of the concentration will be recorded on the student's official transcript.

### *Introductory Course:*

All students concentrating in AMES are required to take this course.

AMES 201/INTR 295/Political Science 241 Order, Disorder and Political Culture in the Islamic World

### *Concepts Courses*

All students are required to take at least *one* of the following courses:

ANSO 205 Ways of knowing  
Anthropology 101 The Scope of Anthropology  
Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
Economics 215 The World Economy  
French 111 Introduction to Francophone Literature: Roots, Families, Nations  
Political Science 202 World Politics: An Introduction to International Relations  
Political Science 225 International Security  
Religion 302 Religion and Society

### *Core Courses*

All students are required to take at least *three* of the following courses:

French 226 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War  
History 203 Sub-Saharan Africa Since 1800  
History 207 The Modern Middle East  
History 208 Encountering the Other? The Middle East and the West  
History/Women's and Gender Studies 308 Gender and Society in Modern Africa  
History 310 Iraq and Iran in the Twentieth Century  
History/Environmental Studies 474 History of Oil  
History 476/Religion 217 Apocalypse Now and Then: A Comparative History of Millenarian Movements  
Religion 205 Zion: Perspectives, Narratives, Desires  
Religion 233 Islamic Mysticism: The Sufis  
Religion 236/History 211 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow  
Religion 270T Father Abraham: The First Patriarch

### *Capstone Course:*

All students are required to take this course. Topics vary each year.  
AMES 402T African Political Thought (same as History 402T)

*African and Middle-Eastern Studies, African-American Studies*

**AMES 201(F) Order, Disorder and Political Culture in the Islamic World (Same as INTR 295 and Political Science 241)\***

Southwest Asia, the swath of territory that extends west and south from the Chinese border to east Africa is not usually treated as a single entity, though it is united together by two important features: culturally it was the heart of Islamic civilization and Islam continues to provide a common identity to the area in the face of remarkable ethnic and historical differences; geologically it is the site of the preponderance of the earth's oil and natural gas reserves. This course will bring to bear some of the theories of comparative politics and international relations to better understand the region. Naturally terrorism and the obsessions with the war on terrorism will be important themes in the course, but we will attempt to both contextualize and judge the significance of those phenomena with a deeper investigation of the relation between Islam and violence, Islamic political theory and the tendency towards authoritarianism, the political economy of the region and the character of the processes of modernization and globalization.

Format: discussion/lecture. Requirements: one midterm paper (4-6 pages) based on class materials and a final research paper (12-15 pages).

No prerequisites. *Enrollment limit: 30 (expected: 20-30.) Preference given to first-year students and sophomores.*

*Satisfies one semester of the Division II requirement.*

Hour: 9:55-11:10 TR

DARROW and MACDONALD

**AMES 277(F) Political Islam (Same as Political Science 277)\***

(See under Political Science for full description.)

**AMES 402T(S) African Political Thought (Same as History 402T) (W)\***

(See under History for full description.)

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

To be taken by candidates for honors by the thesis route in African and Middle-Eastern Studies.

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

**AFRICAN-AMERICAN STUDIES (Div. II)**

*Chair, Professor ALEX WILLINGHAM*

*Advisory Committee:* Professors: SINGHAM, D.L. SMITH\*\*\*, A. WILLINGHAM\*\*. Associate Professors: E. D. BROWN, MUTONGI. Assistant Professor: HICKS\*\*\*. Senior Lecturer: E. GRUDIN.

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

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

Students may select their required courses from the following:

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

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

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

History 242 Latin America From Conquest to Independence  
History 249 The Caribbean From Slavery to Independence  
History 331 The French and Haitian Revolutions  
History 342 Creating Nations and Nationalism in Latin America  
History 346 History of Modern Brazil

## *African-American Studies*

History 443 Slavery, Race and Ethnicity in Latin America  
History 472 Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900

### *One course in an African subject:*

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

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

AAS 491 or 492 Senior Project  
Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
English 236 Witnessing: Slavery and Its Aftermath  
English 238 American Women Writers  
English 324 Black Literary Texts of the Eighteenth Century  
English/American Studies 345 Black Arts  
English 355 Fictions of Race  
English/American Studies 372 African-American Literary Criticism and Theory  
History 164 Slavery in the American South  
History 165 The Quest for Racial Justice in Twentieth-Century America  
History 166 The Age of Washington and Du Bois  
History 364 History of the Old South  
History 365 History of the New South  
History 370 Studies in American Social Change  
History/Women's and Gender Studies 383 The History of Black Women in America: From Slavery to the Present  
History 456 Civil War and Reconstruction  
History 467 Black Urban Life and Culture  
Music 140 Introduction to the Music of Duke Ellington  
Music 141 Introduction to the Music of John Coltrane  
Music 209 Music in History III: Musics of the Twentieth Century  
Music 212 Jazz Theory and Improvisation I  
Music 213 Jazz Theory and Improvisation II  
Political Science 235 Multiculturalism and Political Theory  
Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience  
Political Science 318 The Voting Rights Act and the Voting Rights Movement  
Political Science 331T Non-Profit Organization and Community Change  
Political Science 343T Multiculturalism in Comparative Context  
Psychology 341 Stereotypes, Prejudice, and Discrimination  
Theatre 210 Multicultural Performance

### **HONORS PROGRAM IN AFRICAN-AMERICAN STUDIES**

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

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

### **AAS 491(F), 492(S) Senior Project**

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

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

## *African-American Studies, American Studies*

### THE AFRICAN-AMERICAN STUDIES CONCENTRATION AND THE AMERICAN STUDIES MAJOR

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

### AMERICAN STUDIES (Div. II)

*Chair, Associate Professor:* SCOTT WONG

*Faculty 2003-2004:* Professors: KUNZEL, K. LEE, REINHARDT. Associate Professors: KENT\*\*, WHALEN, WONG. Assistant Professors: AUBERT, BEAN, L. JOHNSON\*. Senior Lecturer: CLEGHORN. Bolin Fellow: RUA.

#### GENERAL PROGRAM DESCRIPTION

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

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

American Studies 201 is open to non-majors including first-year students with Advanced Placement credit in American History. All elective courses are open to students who meet the requirements of the departments that sponsor those courses. American Studies 302 and 403 are open to non-majors with permission of the instructor.

#### RATIONALE FOR COURSE NUMBERING

The introductory course is offered at the 200 level to suggest the desirability of some preliminary training in college-level history, literature, sociology, or political science. The intermediate course, 302, is offered primarily for juniors, although it is open to sophomores who have had 201 and will be away from campus during the spring of their junior year. 403 is designed for senior majors.

#### THE MAJOR

##### *Required major courses:*

American Studies 201  
American Studies 302  
American Studies 403

##### *Elective courses:*

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

#### THE DEGREE WITH HONORS IN AMERICAN STUDIES

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

#### ADVISING

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



majors are encouraged to talk at any time with the program chair or other affiliated faculty about the major.

#### AMERICAN STUDIES AND OTHER PROGRAMS

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

#### STUDY AWAY FROM WILLIAMS

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

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

#### AMERICAN STUDIES COURSES

##### **AMST 100 Politics and Freedom (Same as Political Science 100) (Not offered 2003-2004)**

(See under Political Science for full description.)

##### **AMST 109(F) Now and Then: Classic African American Literature (Same as English 109) (W)\***

(See under English for full description.)

##### **AMST 201(FS) Introduction to American Studies (W)**

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

Format: discussion. Evaluation will be based on a series of short critical essays and a group project. No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to sophomores and first-year students with AP 5 in U.S. History.* Two sections in the fall; one section in the spring.

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

Hour: 1:10-2:25 MR, 2:35-3:50 MR

11:20-12:35 TR

First Semester: CLEGHORN

Second Semester: BEAN

##### **AMST 207 Performing Identity: Popular Entertainment in America (Same as Comparative Literature 209 and Theatre 329) (Not offered 2003-2004)**

(See under Theatre for full description.)

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

(See under English for full description.)

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

(See under English for full description.)

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

(See under English for full description.)

##### **AMST 227(S) Religion and Revolution: Black Theology from 1969 to the Present (Same as History 382 and Religion 227)\***

(See under Religion for full description.)

##### **AMST 246 Cultural Encounters in the American West (Same as History 368) (Not offered 2003-2004)\***

(See under History for full description.)

*American Studies*

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

(See under Comparative Literature for full description.)

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

(See under Art—ArTH for full description.)

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

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

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

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

Hour: 1:10-3:50 W

WONG

**AMST 310(S) Latino Cityscapes: Mapping Place, Community, and *Latinidad* in US Urban Centers\***

This interdisciplinary course examines the emergence of Latino cities in the U.S. We begin by exploring urban centers that came to be identified with certain Latino groups—Puerto Ricans in New York, Mexicans in Los Angeles, and Cubans in Miami. We then turn to other Latino cities that have been historically overlooked given the popular and scholarly attention placed on New York, Los Angeles, and Miami. We will analyze the diverse histories of migration and settlement, inter-ethnic and interracial relations, community building and identity formation, and the racialization of urban spaces. Finally, we will consider the situatedness of *latinidad* in these urban environments, contemplating how Latinos are shaped by and in turn shape the experience of the city in the US.

Format: seminar. Evaluation will be based on class participation, field research, two short essays, and a final paper.

No prerequisites. *Enrollment limit: 19 (expected: 12). Preference given to American Studies majors and students who have taken Latino/a Studies courses.*

Hour: 11:20-12:35 TR

RÚA

**AMST 330(S) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as Theatre 330)\***

(See under Theatre for full description.)

**AMST 331(F) Sound and Movement in the Afro-Latino Diaspora (Same as Theatre 331)\***

(See under Theatre for full description.)

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

(See under English for full description.)

**AMST 344(F) Imagining American Jews (Same as English 344)**

(See under English for full description.)

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

(See under English for full description.)

**AMST 362(F) Art of California: "Sunshine or Noir" (Same as ArTH 362)**

(See under Art—ArTH for full description.)

**AMST 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A. (Same as History 466) (Not offered 2003-2004)**

(See under History for full description.)

**AMST 367(F) Harlem Renaissance (Same as English 367)\***

(See under English for full description.)

**AMST 368T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as History 488T) (Not offered 2003-2004) (W)**

(See under History for full description.)

**AMST 372 African-American Literary Criticism and Theory (Same as English 372) (Not offered 2003-2004; to be offered 2004-2005) (W)\***

(See under English for full description.)

**AMST 379T(S) American Pragmatism (Same as Philosophy 379T) (W)**

(See under Philosophy for full description.)

**AMST 381 Old New Technologies (Same as ArtS 381) (Not offered 2003-2004)**  
(See under Art—ArtS for full description.)

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

**AMST 403(F) Senior Seminar: Notions of Race and Ethnicity in American Culture (Same as History 469)\***

While “race” and “ethnicity” have always played fundamental roles in shaping the course of American history and the image of American society, our understanding of the concepts of race and ethnicity has often been less than clear. Our goal in this course is to determine and examine how Americans have defined race and ethnicity at various points in our history and how these notions have been acted out in policy, practice, and theory. Examples of the social and legal construction of race and ethnicity will include white-Native American relations, slavery and its legacy, the “Yellow Peril,” science and race, and contemporary race relations.

Format: seminar. Evaluation will be based on class participation and three written assignments: an annotated bibliography, an historiographical essay, and a final research paper.

Prerequisites: prior work in American Studies and/or History. *Enrollment limit: 18 (expected: 18).*  
*Preference given to senior American Studies majors, then to History majors.*

Hour: 1:10-3:50 W

WONG

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

**AMST 493(F)-W030, W030-494(S) Senior Thesis**

#### SPECIALIZATION FIELDS

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

#### CULTURAL PRACTICES

##### *Elective courses:*

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

Anthropology 207 North-American Indians  
ArH/Environmental Studies 201 American Landscape History  
ArH/American Studies 264 American Art and Architecture, 1600 to Present  
ArH 302/Environmental Studies 320 Plans, Planners, Planning  
ArH 307/Environmental Studies 327 The North-American Park Idea  
Comparative Literature/Spanish 205 The Latin-American Novel in Translation  
Comparative Literature/French 215 The Fashioning of Fashion: Theory and Practice  
English 110 The Nineteenth-Century American Short Story  
English/American Studies 209 American Literature: Origins to 1865  
English/American Studies 210 American Literature: 1865-Present  
English/Women’s and Gender Studies 219 Literature by Women  
English/American Studies 220 Introduction to African-American Writing  
English/AMS 231T Literature of the Sea  
English 335 Transcendentalism  
English/American Studies 338 Literature of the American Renaissance  
English/Women’s and Gender Studies 341 American Genders, American Sexualities  
English 350 Herman Melville and Mark Twain  
English 354 Contemporary American Poetry  
English 357 Contemporary American Fiction  
English/Women’s and Gender Studies 371 Feminist Theory and the Representation of Women in Film  
English/American Studies 372 African-American Literary Criticism and Theory  
English 447 Henry James  
History 148 The Mexican Revolution: 1910 to NAFTA  
History 157 The Great Depression: Culture, Society, and Politics in the 1930’s  
History 301B Autobiography as History: An American Character?  
History 358 The “Good War”: World War II and American Culture and Society  
History 368/American Studies 246 Cultural Encounters in the American West

## *American Studies*

History 378 /Women's and Gender Studies 344 The History of Sexuality in America  
 History 379/Women's and Gender Studies 324 Women in the United States Since 1870  
 History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households  
 History 466 /American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.  
 History of Science 240 Technology and Science in American Culture  
 Music 111 Popular Music: Revolutions in the History of Rock  
 Music 114 American Music  
 Music 122 African-American Music  
 Music 130 History of Jazz  
 Music 140 Introduction to the Music of Duke Ellington  
 Music 141 Introduction to the Music of John Coltrane  
 Music 212 Jazz Theory and Improvisation I  
 Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience  
 Sociology 215 Crime in the Streets  
 Sociology 311 Modern and Postmodern Culture  
 Sociology 368 Technology and Modern Society  
 Sociology 387 Propaganda  
 Spanish 306T/Comparative Literature 302T Latino Writing: Literature by U.S. Hispanics  
 Theatre 210 Multicultural Performance  
 Theatre/American Studies 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement\*

## *POWER, POLITICS, AND BELIEF*

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

Economics/Women's and Gender Studies 203 Gender and Economics  
 Economics 205 Public Finance  
 Economics 208 Modern Corporate Industry  
 Economics 209 Labor Economics  
 Economics 220 American Economic History  
 Economics 355 Feminist Economics  
 English/American Studies 220 Introduction to African-American Writing  
 English/Women's and Gender Studies 341 American Genders, American Sexualities  
 History 148 The Mexican Revolution: 1910 to NAFTA  
 History 157 The Great Depression: Culture, Society, and Politics in the 1930's  
 History 164 Slavery in the American South  
 History 243 Modern Latin America, 1822 to the Present  
 History 252B America from San Gabriel to Gettysburg, 1492-1865  
 History 253 The United States From Appomattox to AOL, 1865 -Present  
 History 270 American Politics From Populism to the Present  
 History 281 African-American History, 1619-1865  
 History 282 African-American History From Reconstruction to the Present  
 History 343 Gender and History in Latin America  
 History 344 Latin-American Revolutions and the United States  
 History 346 History of Modern Brazil  
 History 357 The Rise of American Conservatism  
 History 358 The "Good War": World War II and American Culture and Society  
 History 364 History of the Old South  
 History 365 History of the New South  
 History 368/American Studies 246 Cultural Encounters in the American West  
 History 370 Studies in American Social Change  
 History 372 The Rise of American Business  
 History 379/Women's and Gender Studies 324 Women in the United States Since 1870  
 History 380 Comparative American Immigration History  
 History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households  
 History 456 Civil War and Reconstruction  
 History 488T/American Studies 368T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents  
 History of Science 240 Technology and Science in American Culture  
 Political Science/American Studies 100 Politics and Freedom  
 Political Science 101 Moral and Political Reasoning

## American Studies

Political Science 201	Power, Politics, and Democracy in America
Political Science 207	Political Elections
Political Science 208	The Politics of Family Policy
Political Science 209	Poverty in America
Political Science 211	Public Opinion and Political Behavior
Political Science 214	Congressional Politics
Political Science 216	Constitutional Law II: Individual Rights
Political Science 218	The American Presidency
Political Science 219	Constitutional Law I: Structures of Power
Political Science 230	American Political Thought
Political Science 239	Political Thinking about Race: Resurrecting the Political in Contemporary Texts on the Black Experience
Political Science 242	Planning a Tragedy: America and the Vietnam War
Political Science 316	Public Policymaking in the U.S.
Political Science 318	The Voting Rights Act and the Voting Rights Movement
Political Science/Women's and Gender Studies 336	Sex, Gender, and Political Theory
Political Science 338	American Legal Philosophy
Political Science 410	Senior Seminar in American Politics
Sociology 206	Religion and the Social Order
Sociology 215	Crime in the Streets
Sociology 218	Law and Modern Society
Sociology 265	Drugs and Society
Sociology 387	Propaganda

### SPACE AND PLACE

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

Anthropology 103	Pyramids, Bones, and Sherds: What is Archaeology?
Anthropology 207	North-American Indians
Anthropology 215	Secrets of Ancient Peru: Archaeology of South America
Anthropology 217	Mesoamerican Civilizations
Anthropology/INTR/Religion 273	Sacred Geographies
ArtH/American Studies 264	American Art and Architecture, 1600 to Present
ArtH 307/Environmental Studies 327	The North-American Park Idea
Environmental Studies 101	Humans in the Landscape: An Introduction to Environmental Studies
Geosciences 105	Geology Outdoors
Geosciences 201/Environmental Studies 205	Geomorphology
Geosciences/Environmental Studies 208	Water and the Environment
History 364	History of the Old South
History 365	History of the New South
History 380	Comparative American Immigration History
History 466/American Studies 364	Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.
INTR 242/ArtH 268/ArtS 212/Religion 289	Network Culture
Political Science 317/Environmental Studies 307	Environmental Law
Political Science 335	Public Sphere/Public Space
Political Science 349T	Cuba and the United States
Sociology 215	Crime in the Streets
Sociology 311	Modern and Postmodern Culture

### RACE AND ETHNICITY

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

Anthropology 207	North-American Indians
Anthropology 216	Native-Peoples of Latin America
English/American Studies 220	Introduction to African-American Writing
English/Women's and Gender Studies 341	American Genders, American Sexualities
English/American Studies 372	African-American Literary Criticism and Theory
History 148	The Mexican Revolution: 1910 to NAFTA
History 164	Slavery in the American South
History 243	Modern Latin America, 1822 to the Present
History 249	The Caribbean from Slavery to Independence

## *American Studies, Anthropology and Sociology*

History 281 African-American History, 1619-1865  
History 282 African-American History From Reconstruction to the Present  
History 286 Latino(a) History from 1846 to the Present  
History 364 History of the Old South  
History 365 History of the New South  
History 368/American Studies 246 Cultural Encounters in the American West  
History 370 Studies in American Social Change  
History 380 Comparative American Immigration History  
History 384 Comparative Asian-American History, 1850-1965  
History 385 Contemporary Issues in Recent Asian-American History, 1965-Present  
History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households  
History/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History\*  
History 443 Slavery, Race and Ethnicity in Latin America  
History 456 Civil War and Reconstruction  
History 470 The Chinese-American Experience  
History 472 Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900  
History/American Studies 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents  
Music 122 African-American Music  
Music 130 History of Jazz  
Political Science 101 Moral and Political Reasoning  
Political Science 213 Theory and Practice of Civil Rights Protest  
Political Science 249 Latin-American Politics  
Political Science 318 The Voting Rights Act and the Voting Rights Movement  
Political Science 344 Rebels and Revolution in Latin America  
Political Science 349T Cuba and the United States  
Psychology 341 Stereotypes, Prejudice, and Discrimination  
Theatre 210 Multicultural Performance  
Theatre/American Studies 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement\*

### *PRE-1900 COURSES*

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

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

*Chair*, Associate Professor JAMES L. NOLAN, Jr.

Professors: M. F. BROWN, D. EDWARDS, JACKALL, JUST. Associate Professors: FOIAS, NOLAN. Assistant Professor: SHEVCHENKO. Visiting Part-time Lecturer: HENKEL.

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

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

## Anthropology and Sociology

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

### MAJORS

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

#### Requirements

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

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

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

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

### STATISTICS AND DATA ANALYSIS

Majors in Anthropology and Sociology are required to take Statistics 101 (*formerly Mathematics 143*), a comparable course in statistics and data analysis, or prove competency in the area of statistical analysis through examination. Courses taken to fulfill this requirement will not count towards the nine course total that all majors are expected to complete.

### AREA STUDIES CONCENTRATION

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

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

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

### THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

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

## **ANTHROPOLOGY / SOCIOLOGY COURSES**

### **JOINT CORE COURSES**

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

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

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

Prerequisites: Anthropology 101 or Sociology 101 or permission of instructor. *Expected enrollment: 20.*  
Hour: 1:10-3:50 W NOLAN

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

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

Format: seminar. Requirements: two short essays and one research paper based on local fieldwork.

Prerequisites: Anthropology 101 or Sociology 101 and ANSO 205 or permission of instructor. *Enrollment limit: 25 (expected: 22).*

Hour: 9:55-11:10 TR

M. F. BROWN

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

This capstone seminar combines intensive discussion and individual research. The first half of the semester will be dedicated to the discussion of a social issue central to the concerns of both anthropology and sociology. The class will meet with the instructor in fall 2003 to decide on that topic. Then, in the second half of the semester, students will pursue independent, original projects and produce a major term paper. Toward the end of the semester, students will present their projects to the seminar. Students who are not senior majors in anthropology or sociology are admitted to this course only on the instructor's permission.

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

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

Hour: 1:10-3:50 T

JACKALL

## **ANTHROPOLOGY COURSES**

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

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



descriptions of both “simple” tribal societies and complex modern ones are a prominent part of the readings.

Format: lecture/discussion of case studies and ethnographic films. Requirements: a midterm, a final exam, a term paper, and class participation.

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

Hour: 1:10-2:25 MR

First Semester: M. F. BROWN

8:30-9:45 TR

Second Semester: JUST

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

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

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

Hour: 9:55-11:10 TR

FOIAS

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

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

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

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

Hour: 11:00-12:15 MWF

FOIAS

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

(See under Linguistics for full description.)

**ANTH 207(S) North-American Indians\***

An introduction to the subsistence strategies, social life, and religious vision of native North Americans. Particular attention will be paid to the sharp differences among Native-American world views and to diverse strategies for cultural survival in contemporary America. Readings will include autobiographical, ethnographic, and historical works, as well as examples of contemporary Native-American literature.

Format: seminar. Requirements: one 5-page essay and one 15- to 20-page research paper.

No prerequisites. *Enrollment limit: 19. Preference given to Anthropology and Sociology majors.*

*Open to first-year students.*

Hour: 1:10-2:25 MR

M. F. BROWN

**ANTH 209 Human Ecology (Same as Environmental Studies 209) (Not offered 2003-2004)\***

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

M. F. BROWN

**ANTH 213 Center and Periphery: State, Society, and the Individual in Southeast Asia (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/anth/anth213.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth213.html))

JUST

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

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

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

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

Hour: 2:35-3:50 TF

FOIAS

*Anthropology and Sociology*

**ANTH 215 The Secrets of Ancient Peru: Archaeology of South America (Not offered 2003-2004)\***

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

FOIAS

**ANTH 216 Native Peoples of Latin America (Not offered 2003-2004)\***

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

M. F. BROWN

**ANTH 217 Mesoamerican Civilizations (Not offered 2003-2004)\***

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

FOIAS

**ANTH 219 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Arth 209) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/anth/anth219.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth219.html))

FOIAS

**ANTH 220(S) Contemporary Islam\***

Muslim as well as Western scholars sometimes refer to the relationship of Islam to the West as a “war of cultures” or a “clash of civilizations.” By focusing on the aims and motivations of current Islamic movements, this course will examine these claims and offer an introduction to Islam as a moral tradition. The course will begin by surveying prominent interpretations of Islam by Western scholars and juxtaposing them with Muslim accounts of Islam. We will then look more closely at ways in which religious Muslims draw on the Islamic tradition in defining (and discussing) what a good life and a moral society might be. We will explore the social conditions under which the authority of the Islamic tradition remains strong and under which interpretations of the Islamic tradition change. Finally we will explore the place of Islam in contemporary societies, including the Middle East, Europe and the US, and seek to develop more nuanced answers to the question of the relationship between Islam and the West.

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

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

Hour: 1:10-2:25 TF

HENKEL

**ANTH 224 Morality and Modernity in the Muslim Middle East (Not offered 2003-2004)\***

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

D. EDWARDS

**ANTH 225 Visible Culture (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/anth/anth225.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth225.html))

D. EDWARDS

**ANTH 231 The Written Word: Writing Systems and Literacy (Not offered 2003-2004)\***

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

JUST

**ANTH 247T(S) Saints and Sainthood (Same as Religion 247T) (W)**

“It’s easy to be a saint,” a friend of Thomas Merton once told him, “you only have to want to be one”; yet saints are rare and, to believers, precious human beings. At the same time, saints and sainthood are remarkably widespread across time and space in human history: Christian saints, Muslim *walis*, Buddhist *arhants*, Chinese sages, wonder-working Hasidic *rebbe*s, and others are among those strange and wonderful creatures who inhabit the borderlands between the sacred and profane, the divine and the human. Exemplars, intercessors, friends of God, miracle-workers—and sometimes charlatans and frauds—the varied roles of saints are each unique to their own times, cultures, and traditions, yet we intuitively feel they have something in common. In this tutorial we will explore the similarities and differences among these special men and women and the place they occupy in the human imagination and experience.

Format: tutorial. Requirements: students are required to write five 6- to 8-page papers during the semester.

No prerequisites. *Preference given to Anthropology and Sociology majors.*

Hour: TBA

JUST

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

(See under Chemistry for full description.)

**ANTH 273(F) Sacred Geographies (Same as INTR 273 and Religion 273)\***

Bringing together insights from anthropology, art history, and religious studies, this course will explore the geography of sacred space: the spatial organization of meaning across time and the world as humans have again and again made a division between sacred and profane. We will attend to this process as expressed in the geography, social dynamics, and architecture of sacred space, noting patterns of similarity and difference among and between the “little traditions” of folk and traditional societies as well as the “great traditions” of universalist and modern societies. Having developed an analytical vocabulary for understanding sacred space, we will put our model in motion by examining the dynamics of change, redefinition, and contestation that have so often surrounded the history of sacred spaces.

Requirements: full attendance and participation plus three 4- to 6-page essays.

No prerequisites.

Hour: 11:20-12:35 TR

DARROW and JUST

**ANTH 312 The Evolution of Culture (Not offered 2003-2004)**

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

FOIAS

**ANTH 320 (formerly ANSO 320) Health and Illness in Cross-Cultural Perspective (Not offered 2003-2004)\***

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

M. F. BROWN

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

Cycles of rise and collapse of civilizations are common in our human past. Among the most fascinating cases are those of empires, conquest civilizations, or states that encompass a number of different ethnicities, politics and peoples. However, their rise and often rapid collapse begs an important question: how stable have empires been in human prehistory? Are they intrinsically unstable political forms? The course will address these questions by examining the major empires of the Old and New World in pre-modern history; Akkadian; Babylonian; Persian; Assyrian; Greek; Roman; Chinese; Ottoman; Aztec; and Inca empires. Using readings by political scientists, historians, epigraphers, archaeologists and political anthropologists, we will consider the cause of the expansion and collapse of these empires, their sociopolitical and economic structures as mechanisms for their maintenance to provide a cross-cultural comparison of the differential success and final decline of all these empires. Format: lecture/discussion. Requirements: several short response papers and a longer research paper. No prerequisites. *Expected enrollment: 20.*

Hour: 2:35-3:50 TF

FOIAS

**ANTH 328(F) Emotions and the Self (W)\***

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

*Open to first-year students.*

Hour: 8:30-9:45 TR

JUST

**ANTH 331 Witchcraft, Sorcery, and Magic (Not offered 2003-2004)\***

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

JUST

**ANTH 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law\* (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/anth/anth342.html](http://www.williams.edu/Registrar/catalog/depts/anth/anth342.html))

JUST

**ANTH 346 The Afghan Jihad and its Legacy (Not offered 2003-2004)\***

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

D. EDWARDS

**ANTH 364T Ritual, Politics, and Power (Not offered 2003-2004)(W)\***

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

D. EDWARDS

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

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

(See under ANSO for full description.)

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

## SOCIOLOGY COURSES

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

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

An introduction to sociological analysis. The course focuses on the relationships 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, Freud, 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.

## *Anthropology and Sociology*

Requirements: midterm and final exams and a term paper.

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

Hour: 9:55-11:10 TR

2:35-3:50 MR

First Semester: SHEVCHENKO

Second Semester: SHEVCHENKO

### **SOC 201(F) Violence**

This multidisciplinary course analyzes violence and aggression within broad historical and comparative frameworks. The course begins with an examination of the universality of violence and human-kind's ceaseless fascination with it. It then proceeds through an examination of types and meanings of violence. Topics include: war and warriors; industrialized violence; ethnic and racial savagery; violence in the name of God; political violence; terror; honor and violence; sexual violence; criminal violence; and self-destructiveness. The course concludes with a look at forces of order and peace in several historical contexts. Special attention paid throughout to representations of violence in art, literature, and cinema. Readings include selections from Homer, Aeschylus, Tacitus, Suetonius, Dostoevsky, Sorel, Marx, Durkheim, Weber, Bloch, Tambiah, and Deutscher, along with many other classical and contemporary writers.

Format: discussion. Requirements: extensive reading, several class presentations, major term paper.

No prerequisites. *Enrollment limit: 25. Preference given to first-year students and sophomores.*

Hour: 1:10-3:50 W

JACKALL

### **SOC 202(S) Terrorism and National Security**

An analysis of modern terrorism and its threat to national security. First, the course begins with an historical and comparative examination of organized terrorism in different countries, both state-initiated terrorism and that directed against states. Second, it analyzes the roots, social organization, and goals of terrorism directed against the United States at home and abroad, with a particular focus on terrorism emanating from radical Islamists in the last quarter-century. Special attention to: the resurgence of militant Islam and the reasons for Islamists' antagonism toward the West; the recruitment, training, and indoctrination of terrorists; the ideologies and self-images of terrorists; case studies of specific terrorist attacks and their social psychological effects on American citizens. Third, the course examines military actions taken to extirpate terrorism and the efficacy of such actions. Fourth, 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 technology and organization of ascertaining identities; and the control of illegal immigration. Fifth, the course examines the threat of terrorists' use of biological, chemical, and nuclear weapons of mass destruction and the defenses against such threats. Finally, it appraises the structure and content of mass media coverage of terrorism, as well as official and nonofficial propaganda on all sides of these issues. Experts in different fields will give guest lectures throughout the course.

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

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

*A Gaudino Fund Course.*

Hour: 11:20-12:35 TR

JACKALL

### **SOC 206 Religion and the Social Order (Not offered 2003-2004)**

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

NOLAN

### **SOC 207(F) New York, New York**

A kaleidoscopic, sociological examination of the great American metropolis. Through analyses of key occupations, communities, and institutions and processes, the course examines: the emergence of New York City as an international center of business and finance; fashion, media, image making, major cultural organizations, and intellectuals; immigration and vibrant ethnic communities; cultural innovation and nightlife; and urban politics, policing, and crime. Throughout the course, special attention to ethnic and racial tensions; the transformation of gender roles; and the city as simultaneously the embodiment and symbol of crucial fissures in American society: between wealth and poverty, celebrity and obscurity, and established power and insurgent protest. The course will feature lectures from the distinguished Williams alumni/ae who have made their careers in Gotham.

Format: lecture/discussion. Requirements: final examination and a term paper.

No prerequisites. *Enrollment limit: 60 (expected: 60). Open to first-year students. Preference given to Anthropology and Sociology majors, and then to juniors, and seniors.*

*A Gaudino Fund Course.*

Hour: 11:20-12:35 TR

JACKALL

### **SOC 215 Crime in the Streets (Not offered 2003-2004)**

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

JACKALL

### **SOC 218 Law and Modern Society (Not offered 2003-2004)**

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

NOLAN

### **SOC 250T The Collapse of 'Common Sense' (Not offered 2003-2004) (W)**

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

JACKALL

**SOC 265(F) Drugs and Society**

From nineteenth-century opium dens to early-twentieth-century speakeasies to late-twentieth-century crack houses, this course investigates the important impact of drugs on American society. Focusing on the social control of drug and alcohol use, particularly legal forms of social control, the course analyzes such historical developments as the rise and fall of prohibition; the early-twentieth-century illegalization of narcotics; the emergence of Alcoholics Anonymous (AA), Narcotics Anonymous (NA) and other self-help groups; and the recent advent of drug courts and juvenile boot camps. The analysis will include evaluation not only of the social influence of drugs typically classified as "illicit," such as cocaine, opium, morphine, heroine, and marijuana, but also of alcohol, tobacco, and the recent emergence and popularity of psycho-pharmaceutical drugs like prozac and ritalin. Rooted in a sociological perspective, the course reviews different theoretical explanations of drug and alcohol consumption and of the different strategies, legal and otherwise, that have been employed to define and regulate drug use in American society.

Requirements: a research paper, a take-home midterm, and a final exam.

*Enrollment limit: 40 (expected: 25). Preference given to Anthropology and Sociology majors.*

Hour: 1:10-2:25 TF

NOLAN

**SOC 311 Modern and Postmodern Culture (Not offered 2003-2004)**

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

NOLAN

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

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

Format: seminar. Requirements: several short papers and a major term paper.

No prerequisites. *Expected enrollment: 15.*

Hour: 2:35-3:50 MR

SHEVCHENKO

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

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

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

No prerequisites. *Expected enrollment: 15.*

Hour: 8:30-9:45 MWF

SHEVCHENKO

**SOC 368(S) Technology and Modern Society**

With expanding access to and use of the internet, controversial developments in such biotechnical 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, business, education, and the military and will consider such countercultural reactions to technology as the Luddite movement in early-nineteenth-century England and the U.S. agrarian movements of the twentieth century.

## *Anthropology and Sociology, Art*

Requirements: two short papers, a midterm exam, and a final exam.

No prerequisites.

Hour: 9:55-11:10 TR

NOLAN

**SOC 387**(formerly ANSO 387) **Propaganda** (*Not offered 2003-2004*)

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

JACKALL

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

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

(See under ANSO for full description.)

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

## **ART (Div. I)**

*Chair*, Associate Professor MICHAEL J. LEWIS

Professors: EDGERTON, EPPING, FILIPCZAK, HAXTHAUSEN, HEDREEN, E. J. JOHNSON, OCKMAN\*, TAKENAGA. Visiting Clark Professors: CARPO§§§, CHADWICK§. Associate Professors: GLIER\*, JANG, LALEIAN, LEVIN, M. LEWIS, MCGOWAN, PODMORE. Assistant Professors: ALI, CHAVOYA, JACKSON, L. JOHNSON\*, LOW, SOLUM. Lecturers: SATTERTHWAITE, L. SHEARER. Senior Lecturer: E. GRUDIN. Part-time Lecturers: B. BENEDICT§§, H. EDWARDS, D. JOHNSON§, MCCALLUM§. Part-time Lecturer in Arts and Humanities: DIGGS. Lecturer in the Graduate Program in the History of Art: SIMPSON. Part-time Lecturers in the Graduate Program in the History of Art: CONFORTI, GANZ, HOLLY, RAND.

### **MAJOR**

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

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

### *Art History Route*

#### *Sequence courses*

Arth 101-102 Introduction to Western Art History

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

Arth 301 Methods of Art History (*ARTH 428 or ARTH 448 may be taken to satisfy this requirement*)

One Seminar or Graduate Course

#### *Parallel courses*

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

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

### *Art Studio Route*

#### *Sequence courses*

ArtS 100 Drawing I

ArtS 230 Drawing II

Arth 101-102 Introduction to Western Art History

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

ArtS 319 Look/See: Strategies in Imaging

Any two of the 300-level ArtS courses

or

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

### *History and Practice Route*

#### *Sequence courses*

Arth 101-102 Introduction to Western Art History

ArtS 100 Drawing I

One 200-level ArtS course

Arth 301 Methods of Art History or ArtS 319 Look/See: Strategies in Imaging

One Arth seminar (400-level) or graduate (500-level) course

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

*Parallel courses*

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

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

ArtH 101-102 introduces students to a series of critical studies of important works selected from the history of Western art from antiquity to the present. The critical approach of the introductory course is maintained in all further courses, especially by assigned study of original works in the Williams College Museum of Art, Chapin Library, the Clark Art Institute, and Mass MoCA.

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

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

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

*History and Practice Faculty Advisors:* Michael Glier, Ann McCallum, and Ben Benedict in studio; E. J. Johnson and Michael Lewis in history.

## COURSE NUMBERS

*First Digit*

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

*Middle Digit*

## Art History (ArtH)

Middle digit distinguishes courses according to geographical area, or time span covered. 0 = general; 1 = Ancient; 2 = Medieval; 3 = fifteenth, sixteenth century; 4 = seventeenth, eighteenth century; 5 = nineteenth century; 6 = twentieth century; 7 = Asian; 8 = African; 9 = independents, honors.

## Art

### Art Studio (ArtS)

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

### THE DEGREE WITH HONORS IN ART

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

#### *Art History:*

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

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

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

Students may select one of the following options:

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

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

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

#### *Art Studio: (for the Class of 2003)*

The Art Studio division of the Art Department offers a specialization route toward departmental honors. This route, which requires the completion of a substantial body of independently produced visual work, consists of two courses constituting a clearly interrelated pattern of study. The first of these must be a WSP 033 in the senior year, followed by ArtS 418T Senior Tutorial.

In the spring of the junior year, the student should consult with a prospective faculty adviser and declare her/his intent to pursue the degree with honors to the department chair. Potential honors candidates should submit a written proposal and visual documentation of prior work in the field, to the faculty adviser, on the first Monday in October, in the fall of the student's senior year. The proposal should outline a concise and specific course of study in media with which the student can evidence prior experience. The evidence is provided by the visual documentation, in the form of a slide portfolio or video tape. Students should seek assistance from their advisers both on the written proposal and the selection of visual documentation. The studio faculty, as a whole, will review the proposals and support materials. The faculty adviser will inform the student of the faculty members' decision prior to Winter Study registration. Students whose honors proposals are approved by the faculty must enroll in WSP 033 and Arts 418T in the spring semester of the senior year. Members of the studio faculty will review the work in progress, at the end of February. Only candidates who succeed to evidence a suffi-



cient amount of work and substantial progress will be allowed to continue to pursue the degree with honors.

To be considered for honors a student must successfully complete all requirements for the major. Each honors candidate will be expected to have demonstrated the ability to work independently and the understanding of what is required to develop a body of work that investigates a thesis. The project will culminate in a presentation agreed upon by the student, the faculty advisor, and the faculty tutor teaching ArtS 418T. All candidates will be required to present the department with a set of no fewer than twenty slides that document the work completed during the project. This documentation will be accompanied by a written description of the project.

The awarding of honors will be decided by the studio faculty of the department, on the recommendation of the student's advisor and the faculty member teaching ArtS 418T, based on performance in the two related courses. Highest honors are normally awarded only to students whose performance in both the honors program and other courses in the major has been exceptional.

#### *Art Studio: (starting with the Class of 2004)*

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

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

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

#### *History and Practice:*

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

## ART HISTORY COURSES

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

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

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

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

*Open to first-year students.*

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF  
10:00-10:50 MWF, 12:00-12:50 MWF  
Conferences: See Classroom Directory

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

### **ARTH 172(S) Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha\***

This course surveys the great artistic traditions of Asia, concentrating on a limited number of major art works from India, China, and Japan. Through visual analysis, students learn the aesthetic, religious, and political ideas and cultural meanings conveyed in the art works.

Evaluation will be based on four quizzes and two short essays. There will be optional conferences. No prerequisites. *Enrollment limit: 40. Open to first-year students.*

Hour: 9:55-11:10 TR

Conference: TBA

JANG

## Art

### **ARTH 200(F) Art of Mesoamerica\***

This course surveys the painting, sculpture, and architectural of the ancient, pre-Colombian Olmecs, Mayans, Zapotecs, and Aztecs of Mexico, Guatemala, Honduras, and Belize from ca. 1000 B.C. to the Spanish conquest beginning in 1521 A.D. Emphasis will be upon the cultural context of this native-American art in light of recent archaeological discoveries and new anthropological and historical methodologies.

Format: lecture. Requirements: two hour exams and a term paper.

No prerequisites. *Enrollment limit: 20.*

Hour: 11:20-12:35 TR

EDGERTON

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

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

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

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

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

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

Hour: 10:00-10:50 MWF

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

SATTERTHWAITE

### **ARTH 203 Chicana/o Film and Video (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth203.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth203.html))

CHAVOYA

### **ARTH 206 Gender and Race in Recent Art Practice (Same as Women's and Gender Studies 206) (Not offered 2003-2004)**

(See under Women's and Gender Studies for full description.)

### **ARTH 209 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba**

(Same as Anthropology 219) (Not offered 2003-2004)\*

(See under Anthropology for full description.)

### **ARTH 213 Greek Art and Myth (Same as Classics 213) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth213.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth213.html))

MCGOWAN

### **ARTH 216(F) Body of Evidence: Greek Sculpture and the Human Figure (Same as Classics 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. This course is a survey of Greek sculpture in the first millennium B.C.E. with emphasis on ancient Greek attitudes toward the body. We will consider the use of male and female figures, both human and divine, from athletic, religious and funerary contexts, and from the dedications of individual figures to the complex mythological narratives found on Greek temples. Reading material includes ancient literature in translation as well as contemporary critical essays.

Format: lecture. Requirements: midterm, final exams, and two short papers.

No prerequisites.

Hour: 1:10-2:25 MR

MCGOWAN

### **ARTH 220 The Mosque (Not offered 2003-2004; to be offered 2004-2005)\***

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

H. EDWARDS

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

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

the visual arts to provide access into an emerging European world whose values and concerns were radically different from, and yet fundamental to, those of the modern West.

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

No prerequisites.

Hour: 2:35-3:50 MR

LOW

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

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

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

Hour: 2:35-3:50 MR

LOW

### **ARTH 231(F) Italian Renaissance Art**

An introduction to Italian painting, sculpture, and architecture from the fifteenth and sixteenth centuries. Unlike other academic disciplines, art history continues to refer to this period as a renaissance or "rebirth." Why is this the case? To what extent is this a useful definition? We will consider these questions by paying critical attention to the ideals that have come to define the Renaissance as a period of astounding creativity and achievement in the visual arts: the rebirth of classical culture, renewed attention to naturalism, and developing individuality and intellectual status of the artist. We will then take up a series of thematic lenses (including religion, domestic life, gender identity, civic ritual, political power, and artistic style) in order to pose questions about the character and purpose of art in different social contexts. The goal of this course is not to present an exhaustive survey of the period, but rather to provide a broad range of frames of reference for thinking about Renaissance art.

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

Prerequisites: Arth 101-102. *Enrollment limit: 40. Open to Art majors as well as non-majors.*

Hour: 11:00-12:15 MWF

SOLUM

### **ARTH 232 The Visual Culture of Renaissance Rome (Not offered 2003-2004)**

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

SOLUM

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

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

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

No prerequisites.

Hour: 11:20-12:35 TR

FILIPCZAK

### **ARTH 246 Baroque Art: Images of Men and Women (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth246.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth246.html))

FILIPCZAK

### **ARTH 253 Art in the Age of the Revolution, 1760-1860 (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth253.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth253.html))

OCKMAN

### **ARTH 254 Manet to Matisse (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth254.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth254.html))

OCKMAN

### **ARTH 257 Architecture 1700-1900 (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth257.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth257.html))

M. LEWIS

### **ARTH 261(F) American Art: the 1960s and 1970s**

An examination of the major movements and critical tendencies that defined American art of the 1960s and 1970s. Beginning with Pop and Minimalism's reconsideration of the relationship between art and everyday life, the course will explore the wide range of post-Minimal work that has included Conceptual art, Earthworks and Environmental art, Performance and Body art, and early Installation. The impact of growing social and political unrest at the end of the 1960s, and the emergence of the anti-war, feminist and black-power movements, will be considered in relation to a variety of artistic

## Art

practices in the 1970s that have focused on issues of politics and identity, both cultural and personal. Format: lecture/discussion. Requirements: a midterm, a short research paper and a final. Prerequisites: Arth 101-102. *Enrollment limit: 25 (expected: 18). Preference given to Art majors.* Hour: 8:30-9:45 TR CHADWICK

### **ARTH 262 Architecture Since 1900 (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth262.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth262.html))

E. J. JOHNSON

### **ARTH 263 European Painting and Sculpture, 1900-1945 (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth263.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth263.html))

HAXTHAUSEN

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

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

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

Prerequisites: Arth 101-102 or permission of instructor.

Hour: 11:20-12:35 TR

M. LEWIS

### **ARTH 265(F) Pop Art (W)**

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

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

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

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

Hour: 2:35-3:50 MR

CHAVOYA

### **ARTH 266 History of Russian Art (Same as Russian 208) (Not offered 2003-2004)**

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

GOLDSTEIN

### **ARTH 267(F) Art in Germany: 1960 to the Present (Same as Arth 567)**

An examination of the extraordinary ferment in the visual arts in Germany from 1960 to the present. Beginning with the work of Joseph Beuys, the course will explore, through lecture and discussion, developments in painting, sculpture, and photography, including the work of such artists as Georg Baselitz, Bernd and Hilla Becher, Bernhard and Anna Blume, Rebecca Horn, Anselm Kiefer, Sigmar Polke, Gerhard Richter, Rosemarie Trockel, Thomas Schütte, and Thomas Struth. Among the issues to be examined will be German art and historical memory; “Neo-Expressionism”; the rediscovery of alchemy; and the German reception of Pop Art. This lecture course may be taken for seminar credit. Extra seminar sessions will be held outside of the regular lectures for enrolled graduate students.

Requirements: attendance at lectures, completion of all required reading, an oral report, to be presented in revised, written form at semester’s end, and a ten-minute critical commentary on another student’s oral report.

Hour: 11:00-12:15 MWF

HAXTHAUSEN

### **ARTH 268 Network Culture (Same as ArtS 212, INTR 242 and Religion 289) (Not offered 2003-2004)**

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

*Satisfies one semester of the Division II requirement.*

### **ARTH 269 Contemporary Performance Art History: Space, Time, Action (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth269.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth269.html))

CHAVOYA

### **ARTH 270(F) Japanese Art and Culture\***

A survey of traditional Japanese painting, sculpture, architecture, wood block prints, and other 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,

## Art

religious, and political ideals and cultural meanings conveyed in the works of art. This course offers students a solid grasp of the social, cultural, and art histories of Japan.

Evaluation will be based on four quizzes and two short essays, and class attendance.

No prerequisites. *Enrollment limit: 35.*

Hour: 9:55-11:10 TR

JANG

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

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

Evaluation will be based on class attendance, weekly assignments, a midterm exam, and a final calligraphy project.

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

No prerequisites; students do not need to know Chinese and no prior artistic experience is necessary.

*Enrollment limit: 15. Students are required to contact the instructor before preregistering for the course.*

Hour: 9:00-11:50 W

JANG

### **ARTH 278(F) The Golden Road to Samarkand\***

The region comprising present day Iran, Afghanistan, Central Asia, Pakistan and India has a rich and complex history. Home to Genghis Khan and Tamerlane, Akbar the Great and Shah Jahan, it has generated some of the most spectacular monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will look at these art forms from the tenth to the seventeenth centuries, highlighting the patronage of key dynasties, including the Timurids of Samarkand and the Mughals of India. An important issue throughout the course will be the impact that Islam has had on the artistic traditions of this region.

Format: lecture/discussion. Evaluation will be based on class participation, a short paper, a midterm and a final.

No prerequisites.

Hour: 1:10-2:25 MR

H. EDWARDS

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

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

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

Hour: 9:55-11:10 TR

HEDREEN

### **ARTH 302 Plans, Planners, Planning (Same as Environmental Studies 320) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth302.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth302.html))

SATTERTHWAITE

### **ARTH 305(S) North American Suburbs (Same as Environmental Studies 305)**

This course details the intentions, built forms, and historical unfolding of that environment which now houses more Americans than either city or countryside. Among the topics to be discussed will be: seminal suburban communities in various regions of Canada and the United States; the quest for a rural ideal and the celebration of a tamed outdoors; the extent to which suburbs are peculiarly environments for child-raising, with the attendant purport given in the modern age to youth; the successional patterns as farmlands, or estates are subdivided and later even become part of a central business district; the kaleidoscope of architectural styles and revivals; the manner in which these communities may be products of their various linkage systems to a central place, or city; the degree to which they are increasingly centers in their own right, with attendant automobile-induced horizontally; and the unfolding historiography of the North-American suburb. For that historiography the seminar will scrutinize comparatively the work of such scholars or commentators as Binford, Gans, Kenneth Jackson, Mumford, Sies, Stilgoe, and Venturi.

Format: lecture/discussion. Requirements: each classmember will conduct field studies on a suburb or suburban element of his or her choosing; this research will be used in three papers. Upon them and class discussion the grade will be based.

No prerequisites. *Enrollment limit: 40. Open to sophomores.*

Hour: 11:00-12:15 MWF

SATTERTHWAITE

### **ARTH 307 The North-American Park Idea (Same as Environmental Studies 327) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth307.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth307.html))

SATTERTHWAITE

## Art

### **ARTH 308(S) (formerly 302) Three Cities (Same as Environmental Studies 308)**

This field-oriented seminar attempts to understand comparatively the three-century evolution of the built environment of the three cities comprising New York's Capitol District: namely, Albany (founded 1624), Schenectady (founded 1684), and Troy (founded 1798). To accomplish this goal, some ten specific kinds of sites will be chosen for field visits, with class sessions devoted to the contextual history surrounding those locations. Among the sites illustrating successive design solutions for specific kinds of urban activities will be: commercial core arrangements (First and River Streets in Troy, State and North Pearl Streets and Central Avenue in Albany, the Colonie malls); residential districts (including the Stockade neighborhood and G.E. plot in Schenectady, Washington Park in Troy, State Street in Albany as well as subsequent suburbanization); industrial settings (such as Troy's remnants, North Broadway in Albany, and the General Electric site in Schenectady); institutional sites (such as Union College, R.P.I., the Emma Willard School, and SUNY Albany); the state government's office and legislative arrangements in Albany (including the State House, State Office campus, and Empire State Plaza); open space arrangements (such as the Albany and Oakwood rural cemeteries, Washington and Prospect parks); circulatory arrangements, including Hudson river-front developments, the Erie canal, railroads, depots, and yards, streetcar impacts, and such vehicular-induced spaces as carriage drives, garages and parking lots, strip developments, and limited access super highways.

Format: seminar. Requirements: a final paper, to be written in two installments, will synthesize these site-visits with course readings and general urban theory, in the context in the rise of the middle class, the service sector, mobility, romanticism and other ideals resulting in urban alternatives; several in-class presentations.

No prerequisites. *Enrollment limit: 40.*

Hour: 1:10-2:25 MR

SATTERTHWAITE

### **ARTH 310(S) Introduction to the History of Architectural Theory**

This course will focus on the notion of mimesis as the backbone of Western architectural theory, and will discuss the notion of imitation in architecture (in its double meaning, as imitation of nature and imitation of archetypal buildings) in Vitruvius, Alberti and in modern Vitruvianism, as well as some aspects of architectural imitation in the Middle Ages. The second section will highlight the development of modern tectonic principles and the dialectics between rule and licence in some sixteenth-century architectural treatises, particularly Serlio and Palladio. Finally, some later developments of the mimetic principles will be briefly surveyed, particularly in the context of nineteenth-century historicism (Ruskin), of early twentieth-century modernism (Le Corbusier), and of contemporary architectural theory and criticism.

Requirements: There will be three equally spaced exams, corresponding to the three sections of the course.

Prerequisites: Arth 101-102. *Enrollment limit: 25 (expected: 25).*

Hour: TBA

CARPO

### **ARTH 320 Picturing God in the Middle Ages (Not offered 2003-2004)**

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

LOW

### **ARTH 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film (Same as INTR 321) (Not offered 2003-2004)**

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

LOW

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

One could argue that Michelangelo's enduring fame, and his preeminence in the western art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the modern notion of the visual artist as a brooding, even tortured genius of unstoppable creative force finds its roots in the Italian Renaissance. This is largely due to the singular figure of Michelangelo, whose life and career are more fully documented than those of any western artist to precede him. And Michelangelo's mythic individuality, alongside his artistic innovations and contributions, have made him a fundamental force in the shape of the history of art as we understand and study it today.

Students of this tutorial will become well-acquainted with the life and work of Michelangelo through the examination of a wide variety of primary and secondary sources: contemporary Renaissance documents, letters, poetry, and biographies; art historical surveys, monographs, and studies; and documentary and popular film. They will give their critical attention, however, to the intersection between this artist's biography and his artistic production. We will focus on a number of important questions arising from this connection. What, for example, is the nature and reliability of the evidence used to reconstruct Michelangelo's life and personality? What are the grounds for interpreting his work according to his philosophical outlook, religious beliefs, and even sexuality? To what extent was Michelangelo responsible for shaping his own persona for posterity? Is the myth of this artist distinguishable from his "reality?" And to what extent have all these issues shaped our own thinking about artists and the history of art? Each student will write and present orally an essay of approximately seven double-spaced pages every other week on the readings for that week. Students not presenting an essay will be responsible for offering a critique of their colleague's work.

Format: tutorial. Evaluation will be based on written work, oral presentations of that work, analyses of their colleague's work, and a final written exercise addressing major themes of the tutorial.

Prerequisites: ArtH 101-102. *Enrollment limit: 10. Open to non-majors.*

Hour: 1:10-3:50 W

SOLUM

**ARTH 360(S) Avant-Garde Film: Kenneth Anger, Jack Smith, and Andy Warhol**

The history and legacy of three avant-garde filmmakers will be the focus of this course. In the 1960s, such films were known as "underground" films because of their refusal of Hollywood conventions of finish, clarity, and realism, but also because of their content, which often represented "unconventional" sexualities and identities for the period. More recently, this work has been described as the emergence of a queer cinema tradition. As we consider how these films vary in aesthetics and production strategies from classical Hollywood cinema, we will address such issues as the politics of avant-gardism and commercial culture, "high" vs. "low" art, as well as censorship and artistic freedom. One important issue we will continually engage is the strategy of appropriating materials and techniques from one domain (for instance, mass or popular culture) for use in "avant-garde" or experimental production. Throughout the course, we will analyze the formal differences (i.e., use and manipulation of space, time, style, structure, etc.) between each filmmaker and consider the relations, if any, between formal experimentation and social transgression. Student presentations and research papers will provide the opportunity to analyze the influence of these filmmakers on other visual artists or areas of visual and popular culture (i.e., art cinema, fashion, pornography, advertising, etc.). Film screenings will be scheduled as a lab.

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

Prerequisites: ArtH 101-102 or English 204. *Enrollment limit: 25. Open to graduate students.*

Hour: 1:10-2:25 TF

CHAVOYA

**SEMINARS**

**ARTH 362(F) Art of California: "Sunshine or Noir" (Same as American Studies 362)**

California has long been considered a land of "sunshine and noir," unique in the national and international imagination as a land of physical recreation and destruction, a land of opportunity and social unrest. In this course, we will study the visual arts and culture of California from the 1960s to the present. Although we will focus on southern California, particularly Los Angeles, we will also consider movements in San Diego and the San Francisco-Oakland Bay Area. The course will approach California pop, conceptual, funk, performance, installation, public, and media arts to pursue questions of influence and interpretation concerning the relations between space, place, identity, and style in the visual arts and popular culture. Alongside analyzing California's visual culture, we will examine the region's cultural geography through historical and theoretical readings. Particular attention will be given to the region's special relations to Hollywood, the automobile, beach-surf culture, and the great diversity that characterizes the state.

Evaluation will be based on two papers and a presentation.

Prerequisites: ArtH 101-102. *Enrollment limit: 20 (expected: 15).*

Hour: 1:10-3:50 T

CHAVOYA

**ARTH 363 The Holocaust Visualized (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth363.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth363.html))

E. GRUDIN

**ARTH 364(S) Advanced Topics in Latina/o Studies: Latina/o Visual Culture—Histories, Identities, and Representation (Same as INTR 405)\***

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

**ARTH 376(F) Images and Anti-Images: Zen Art in China and Japan\***

This lecture-discussion course studies a variety of art forms (painting, ceramics, tea ceremony, and garden) in the context of Zen in China and Japan. We will investigate the Zen aesthetic ideals and religious meanings conveyed by these art forms. Special attention will be paid to the study of Zen painting from the twelfth century to the fifteenth century, the golden age of Zen painting in both countries. Issues of interest include, for example, the meanings and functions of Zen painting, iconography and its evolution, different patronage systems in China and Japan, and to what extent Japanese artists tried to break away from their Chinese counterparts, while working with highly derivative material, both iconographically and artistically.

Format: lecture/discussion. Evaluation will be based on short essays, class attendance and participation in discussions, and quizzes.

No prerequisites. *Enrollment limit: 20. Permission of instructor required.*

Hour: 1:10-3:50 W

JANG

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

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

## Art

**ARTH 412 Monsters and Narratives: Greek Architectural Sculpture** (*Not offered 2003-2004*)  
(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth412.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth412.html)) MCGOWAN

**ARTH 421 Chartres Cathedral: The History and Reception of a Medieval "Masterpiece"** (*Not offered 2003-2004*)  
(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth421.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth421.html)) LOW

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

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

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

Prerequisites: ArtH 101-102. *Enrollment limit: 15. Preference given to Art majors.*

Hour: 1:10-3:50 T

LOW

**ARTH 432(F) Art and Private Life in Renaissance Italy**

Today, Botticelli's Birth of Venus, Michelangelo's Doni Tondo, Leonardo's Mona Lisa, and Titian's Venus of Urbino hang on museum walls, but each of these paintings was originally commissioned for a specifically domestic setting. Paintings such as these helped to shape the very fabric of everyday life for their original owners and viewers. This seminar focuses on the domestic setting as a physical, social, and historical context for the investigation of images once housed within the walls of the Renaissance palace (including devotional art, ritual objects, painted furniture, and portraiture). We will pose questions regarding the relationship between these images and the families who lived with them, focusing especially on aspects of gender and identity.

Requirements: class discussion and presentations, a 15- to 20-page paper, and a possible field trip to New York.

Prerequisites: ArtH 101-102. *Enrollment limit: 12. Open to juniors and seniors as well as graduate students; open to first-year students and sophomores by permission of instructor only.*

Hour: 1:10-3:50 F

SOLUM

**ARTH 433 Mundus alter: The Arts in Renaissance Venice** (*Not offered 2003-2004*)

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth433.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth433.html))

SOLUM

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

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

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

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

Hour: 1:10-3:50 W

FILIPCZAK

**ARTH 449(F) The Meanings of Poses in Baroque Art**

Art of the 1600s (e.g., Rembrandt, Rubens, Caravaggio, Bernini, Poussin) represents a highpoint in artists' ability and interest in conveying "the passions of the soul" through the actions of the body. The range of feelings represented had never been broader than at this time. We will distinguish the individual from the conventional poses (e.g., for melancholy or admiration), track how long the conventional poses had been in use, and consider which poses, if any, were favored by individual artists (e.g., Caravaggio's repeated use of a pointing gesture).

Requirements: two oral reports and a 25-page paper (half due mid-way through the semester, the whole paper at the end).

*Enrollment limit: 12. Preference given to Art majors.*

Hour: 1:10-3:50 W

FILIPCZAK



**ARTH 451 Sex, Race and Prostitution in Nineteenth-Century France: Manet's Olympia and its Legacy (Same as Women's and Gender Studies 451) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth451.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth451.html))

OCKMAN

**ARTH 470 American Orientalism (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth470.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth470.html))

H. EDWARDS

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

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

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

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

Hour: 1:10-3:50 R

H. EDWARDS

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

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

**ARTH W033 Honors Independent Project**

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

**ART STUDIO COURSES**

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

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

There are three to five sections of ArtS 100 offered each semester. Although individual faculty members teaching beginning drawing do not follow a common syllabus, they share common goals. Syllabi for each section are available either from the secretary's office in the W. L. S. Spencer Art Building or can be obtained on the Hector file server: Departments, Art, and then ArtS 100.

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

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

Hour: 9:55-12:35 T, 9:00-11:50 TR, 7:00-9:30 p.m. M

First Semester: ALI, EPPING, JACKSON, TAKENAGA

9:00-11:50 TR, 10:00-12:15 MW, 10:00-10:50 F and 7:00-9:30 p.m. M

Second Semester: EPPING, JACKSON, LEVIN

**ARTS 212 Network Culture (Same as Arth 268, INTR 242 and Religion 289) (Not offered 2003-2004)**

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

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

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

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

There will be five design projects requiring drawings and models.

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

Prerequisites: ArtS 100; Arth 101-102 strongly suggested. *Enrollment is limited; permission of instructor is required. Registration does not guarantee admission to the course.*

Hour: 1:10-3:50 F

B. BENEDICT

**ARTS 230(F,S) Drawing II**

This drawing course will continue to investigate the techniques, principles of organization, and ideas which were introduced in the Drawing I course. Having become more familiar with the drawing process, students will be encouraged, through selected problems, to expand and challenge the conven-

## Art

tions of markmaking. As with any discipline, familiarity with the rules allows the users to seek alternatives and develop definitions of how the drawing process can best be suited to their own visual vocabulary. The range of exercises could include traditional materials on paper as well as combinations of materials more commonly associated with non-art disciplines, i.e., computers, industrial materials, literature, etc.

Evaluation will be based on evidence of each student's progress, as shown in a portfolio of drawings made in class and as homework. Attendance and participation in class discussions are also considered as part of the course evaluation. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 20.*

Hour: 10:00-12:15 MW

12:00-12:50 M and 12:00-3:50 W

First Semester: JACKSON

Second Semester: EPPING

### **ARTS 241(F,S) Painting**

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

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

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

Hour: 1:10-3:50 M

9:00-11:50 T

First Semester: ALI

Second Semester: ALI

### **ARTS 255(F) Photographic Time and Space**

An introduction to the practice of photography with an emphasis on the vision that is unique to the camera: the particular manner in which three-dimensional reality is rendered on the two dimensional, light-sensitive plane. The course will concentrate on the study and creation of imagery which is dependent on the specificity of photographic vision. Students will receive instruction on the workings of a 35mm camera (provided by the department), development of black and white film and basic printing technique. Students will be asked to respond to a series of assignments. A substantial amount of lab time, in addition to the class meetings, is necessary to complete these assignments. Students' works are evaluated individually and in class critiques throughout the semester.

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

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

Hour: 1:10-3:50 MR

LALEIAN

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

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

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

Prerequisites: ArtS 100. *Enrollment limit: 12. Preference given to Art majors and to those non-majors who have been bumped from ArtS 257, 256 and 255 in the past.*

Hour: 1:10-3:50 MR

LALEIAN

### **ARTS 263 Printmaking: Intaglio and Relief (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts263.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts263.html))

TAKENAGA

### **ARTS 264(S) Printmaking: Lithography**

An introduction to printmaking through the process of lithography. Students will work on both stones and aluminum plates. Techniques will include traditional lithographic processes as well as monotyping, multiple plates, collage, and hand tinting. Both technical skill and a strong conceptual basis will be emphasized in order to create good, finished, fine art prints.

Format: studio work, demonstrations, lectures, critiques, and field trips. Evaluation will be based on attendance, participation in class, and quality of work produced. Lab fee.

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

Hour: 10:00-12:50 W

TAKENAGA

**ARTS 266(F) Low Tech Printmaking**

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

Evaluation will be based on the terms of the quality of the finished work and upon attendance in class and participation in critiques. Lab fee.

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

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

Hour: 10:00-12:50 W

TAKENAGA

**ARTS 275(F) Sculpture: Cardboard and Wood Plus**

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

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

Hour: 1:10-3:50 TR

PODMORE

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

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

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

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

Hour: 1:10-3:50 TR

PODMORE

**ARTS 280 Media and Performance (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts280.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts280.html))

L. JOHNSON

**ARTS 282(S) Performance and Its Traces (Same as Theatre 282)**

This is an inter-disciplinary video production workshop that explores visual strategies to produce and re-produce performance practices. These performance practices include performance art, ritual, dance, music, the spoken word, and media spectacles. At the theoretical level, we will study performance as a practical, aesthetic and theoretical terrain, and as a historical site that produces knowledge in its relationship to the politics and power of representation, culture and memory. We will engage with various practices of documenting performance such as visual anthropology, docu-drama, ethnographic surrealism, dance for the camera, and other experimental approaches.

Requirements: production of at least 3 short videos, discussion of assigned readings, weekly video/film screenings, and critiques of students ongoing video projects.

Prerequisites: ArtS 100, Theatre 101, or permission of instructor. *Enrollment limit: 12 (expected: 12).*

Hour: 1:10-3:50 W

JOTTAR

**ARTS 288 Video (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts288.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts288.html))

L. JOHNSON

**ARTS 306(S) Practicing Feminism: A Study of Political Activism (Same as Political Science 306 and Women's and Gender Studies 306)**

(See under Political Science for full description.)

**ARTS 311(F) Art and Justice (Same as INTR 307 and Political Science 301) (W)**

(See under IPECS—INTR 307 for full description.)

*Students must do extra work and have their portfolios reviewed by art studio faculty on order to count toward the art major.*

**ARTS 313T(S) Art of the Public**

"New genre public art [is] visual art that uses both traditional and nontraditional media to communicate and interact with a broad and diversified audience about issues directly relevant to their lives

## Art

[and] is based on engagement.” So writes Suzanne Lacy, a long-time practitioner of such work. Engagement with members of the public is the premise on which this public art tutorial is founded. The hands-on work of the class will consist in exploring issues directly relevant to our context and the lives of those around us. Students do three projects—one on Place, one on Memory, and one on Community Concerns; each student does individual projects discussed in the tutorial groups. Artwork of like concerns, accompanied by readings, will preface the projects.

Format: tutorial. Requirements: readings plus directing one discussion on readings, exercises, three projects, and full critical participation in discussion of colleagues’ work.

Prerequisites: any 100-level course in ArtS or ArtH, and any 200-level course in the Art Department, any course in Theater, Sociology, Political Science, Psychology, Women’s and Gender Studies, and Environmental Studies, or permission of instructor. *Enrollment limit: 10. Preference given to Art majors.*

Hour: 10:00-12:15 W

DIGGS

### **ARTS 315T Collage (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts315.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts315.html))

EPPING

### **ARTS 317T(F) The Miniature**

This course will involve the critical analysis and production of works of art done on a small scale. If art on the largest scale is inherently public in nature, what is the nature of the miniature? The miniature has fulfilled many functions: images of remembrance, the portrait of a beloved, devotional objects, art made as an object of contemplation and wonder. The language of the miniature is intimate, private, and bears the authority of understatement. Our involvement with many works of art is likely to be distanced, in time and in space. Our involvement with the miniature is close, highly personal, and frequent. Course assignments will examine the inherent qualities of the work in miniature, and ask students to create work to fulfill historically defined and innovative functions. The assigned work can be executed in any medium in which the student has completed an introductory course. Students will meet in pairs, together with the instructor, and the students will present critical responses to the works in progress and upon completion. Readings will be assigned to focus this critical analysis. In addition to the production of miniatures, each student will research and deliver critical presentations on related contemporary or historical works.

Format: tutorial. Evaluation will be based on the quality of the assigned work, the engagement in the critique process, and quality of presentations.

Prerequisites: any ArtS 200-level course. *Enrollment limit: 10. Preference given to Art majors.*

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

LEVIN

### **ARTS 319(F) Look/See: Strategies of Imaging**

This Junior Seminar addresses the intersections of process and theory in order to strengthen analytical skills of visual practitioners. The imagist of the twenty-first century will require knowledge that includes but expands upon the perimeters of conventional imaging techniques. How imagists collect what they require will necessitate correspondence with the processes of other visual practitioners. What do designers, writers, scientists, philosophers, documentary film-makers, mathematicians see when they look at their subject? What strategies are used to see and then re-present that view? Which are the best means of studying surface, and how might we understand its difference [if any] from depth? Imagists from all disciplines bring into view that which has been neglected, forgotten or never considered. What are their means of accomplishing this and to whom might emerging practitioners receive guidance for critical analysis? This course, through the presentations and readings of several guest speakers, will speak to the issues of looking at the subject, seeing the significance of the subject and translating that view into strategies for imaging.

Requirements: a substantial amount of critical reading and viewing and five studio production assignments will be completed throughout the semester. In addition to critiques of individual projects, the final grade will be based upon a portfolio that includes 20-30 slides of work produced during the term, an artist statement, an art resume, and a 5-page essay.

*The course is limited to Art majors and is required of junior Art majors.*

Hour: 12:00-12:50 M and 12:00-3:50 W

EPPING

### **ARTS 323 Theatre of Images (Same as Theatre 323 and Women’s and Gender Studies 323) (Not offered 2003-2004)**

(See under Theatre for full description.)

### **ARTS 329(F) Architectural Design II**

A continuation and expansion of ideas and skills learned in Architectural Design I. There will be four to six design projects requiring drawings and models, each of which will emphasize particular aspects of architectural theory and design. Visiting critics will discuss student work. The course is useful for students thinking of applying to graduate school in architecture.

Evaluation will be based on quality of designs during the term. Lab fee.

Prerequisites: ArtS 220; ArtH 262 highly recommended.

Hour: 1:10-3:50 F

MCCALLUM

**ARTS 344 Abstraction (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts344.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts344.html))

GLIER

**ARTS 364T Artists' Books (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts364.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts364.html))

TAKENAGA

**ARTS 371T Addressing Identity—The Non-Traditional Figure (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts371.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts371.html))

PODMORE

**ARTS 381 Old New Technologies (Same as American Studies 381) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts381.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts381.html))

L. JOHNSON

**ARTS 382T The Moving Image and Performance Style (Same as Theatre 326T) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts382.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts382.html))

L. JOHNSON, BUCKY

**ARTS 386T Sexuality and Media (Same as Women's and Gender Studies 385T) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arts/arts386.html](http://www.williams.edu/Registrar/catalog/depts/arts/arts386.html))

L. JOHNSON

**ARTS 418T(S) Senior Tutorial**

The primary emphasis of the senior tutorial is on strengthening the student's skill and sensitivity in using critical analysis for the creation of visual objects and/or events. At the beginning of the term, studio art majors, in consultation with the tutor, will determine the individual projects that will serve as the focus of their work for the semester. During the course, students are expected to refine their creative directions in a coherent and structured body of work which will be exhibited at the Williams College Museum of Art. Students are responsible for buying their own materials.

Prerequisites: completion of *all* other studio courses required for the art studio route. *Enrollment limit: 18. Senior Art majors who wish to pursue a more structured course are encouraged to take a second 300-level tutorial instead of 418T. Independent study with a studio faculty member will also fulfill the 418T requirement this year only.*

Hour: TBA

TAKENAGA

**ARTS W033 Honors Independent Project**

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

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

Prerequisites: no student will be accepted into an independent study project unless he/she has completed two 200-level ArtS courses and one 300-level ArtS tutorial. *Permission of instructor is required.*

**GRADUATE COURSES IN ART HISTORY**

*Requirements for the Degree of Master of Arts in Art History*

The degree is normally awarded upon successful completion of two years of resident graduate study. To earn the degree the student must earn a grade of at least B- in each of ten courses, at least six of which must be graduate seminars (including Arth 504). In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (Arth 509), to be graded pass/fail, in their fourth semester.

In addition to completing the required courses, students must participate in a group study trip to Europe during winter study period in the first year, complete a Qualifying Paper in January of the second year, and satisfy the language requirement in the manner described below (see "Language Courses").

Senior art majors may enroll in graduate seminars, space permitting, with the permission of instructor.

**ARTH 501 Museums: History and Practice (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth501.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth501.html))

CONFORTI

**ARTH 502 Photography and the Graphic Arts During the Second Empire (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth502.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth502.html))

GANZ

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

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

Hour: 1:10-3:50 T

CONFORTI

## Art

### **ARTH 504(F) Methods of Art History and Criticism**

This is a seminar in the intellectual history of the history of art, with some concentration on the ways in which this disciplinary tradition has been challenged by recent critical theory. It will begin its study with the “founders” of the field and end with issues and problems that generated the “new art history” twenty years ago and “visual studies” in the last decade. Topics to be covered include: style, iconography/iconology, semiotics, identity politics, formalism, deconstruction, phenomenology, psychoanalysis, feminism, Marxism, and gender studies. Resident Clark Fellows will occasionally talk to us on perspectives of their choice. Requirements: each student will write several very short papers and one concluding essay, as well as present a couple of the readings to the class.

*Enrollment limited to and required of first-year students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 T

HOLLY

### **ARTH 505(S) Compasses to Computers: Principles and Devices of Architectural Design in the Classical Tradition**

Precision in building was aimed at and achieved well before the rise of modern science and technology. The classical system of the orders, both in its ancient format and in its early-modern renaissance, is based on exactly repeatable, almost standardized parts and components, precisely measured and proportioned with excruciating, almost unimaginable accuracy. This course will explain the basic principles of the classical system of the architectural orders, how they were designed and built, emphasizing the complementary roles of geometry and arithmetic in renaissance architecture, as well as the general rise of number-based tools of quantification in modern architectural theory and practice. Additionally, a brief survey of the design processes in the works of architects such as Frank Gehry, Greg Lynn, and Bernard Cache will introduce a discussion on the continuity between classical geometry and numeracy, and contemporary computer-based design.

Format: seminar. Requirements/evaluation: active and informed participation in the seminar, an oral research paper, to be presented in revised, written form at the end of the semester.

Hour: TBA

CARPO

### **ARTH 506(F) The Print: History, Theory, and Practice**

Centered around the Clark Art Institute's print collection, this seminar will introduce its participants to the study of Western prints from the Renaissance to the nineteenth century (with an emphasis, this semester, on Old Master materials). We will review the various methods of printmaking as well as the primary elements of print connoisseurship. Through a series of close readings of historical texts, we will explore aspects of artistic practice, theory, and collecting.

Requirements: each participant will lead discussions of several reading assignments and turn in short written reports, in addition to a final term paper.

*Enrollment limit: 11. Preference given to second-year students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 R

GANZ

### **ARTH 507 Research in Art History Today (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth507.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth507.html))

HOLLY

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

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative art 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.

Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions. Sessions will be held at the Williamstown Art Conservation Center, Williams College, Clark Art Institute, and the Governor A. Nelson Rockefeller Empire State Plaza Art Collection in New York. Examination questions may be formulated from exhibitions at these locations.

Evaluation will be based on six exams. 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 in the course, will count as 25% of the final grade). There is no overall final exam. Some exams may be designated “open book”; however, all work should be a student's individual effort.

Hour: 6:30-8:30 p.m. TR

Staff of Williamstown Art Conservation Center

### **ARTH 509(S) Graduate Student Symposium**

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the Graduate Program's annual spring symposium. Working closely with a student/faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Requirements: each student is required to present three dry runs and a final oral presentation at the symposium.

Prerequisites: successful completion and acceptance of the Qualifying Paper.

Hour: TBA

HAXTHAUSEN

**ARTH 510 Topics in Fin-de-Siècle Printmaking (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth510.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth510.html))

GANZ

**ARTH 511(S) Dionysos in Greek Art, Poetry, and Ritual**

In this interdisciplinary seminar, we will examine the representation of Dionysiac myth and ritual in ancient Greek art and poetry. We will pay close attention to the nature of the relationship between myth and ritual; to the complex connections between Dionysiac ritual and dramatic performance; and to the contributions of the visual arts to the articulation of those relationships. Most of the works of art to be considered in the course date from the Archaic and Classical periods, but important works of art from the Roman period will be included. Reading assignments will include Euripides' *Bakchai*, Aristophanes' *Acharnians*, Nietzsche's *Birth of Tragedy*, as well as contemporary scholarship on Greek mythology and ritual, Greek conviviality, and visual narration in Greek art.

Requirements: short presentations, participation in discussions, and a final paper.

*Enrollment limit: 15. Preference given to students in the Graduate Program in the History of Art, undergraduate Art History majors, and Classics majors—in that order.*

Hour: 1:10-3:50 R

HEDREEN

**ARTH 512 Monument/Antimonument: The Art of Memorial (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth512.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth512.html))

MCGOWAN

**ARTH 521 Picturing God in the Middle Ages (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth521.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth521.html))

LOW

**ARTH 532(S) Italian Renaissance Theater**

This seminar will investigate the development of the theater as an architectural form in Italy from the fifteenth through the seventeenth centuries—from its beginnings in the residences of rulers and preludes to the flowering of the Italian public opera house in the seventeenth century. The development of scene design during the same period will also be considered. The material lends itself to interdisciplinary work, combining, for instance, art history with music, theater, and/or social history.

Evaluation will be based on class participation, an oral presentation, and a final paper. Some reading knowledge of Italian is desirable.

*Enrollment limit: 15. Preference given to students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 M

E. J. JOHNSON

**ARTH 541 Peter Paul Rubens (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth541.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth541.html))

FILIPCZAK

**ARTH 542(S) Jacques-Louis David: Art and Revolution**

This seminar explores the art of Jacques-Louis David, the leading French painter of the late eighteenth and early nineteenth centuries, against the great social, intellectual, and political turmoil of his time. We will cover such topics as David's pre-Revolutionary radicalism; David's artistic and political role in the French Revolution; David and gender; and David's relationship to his followers. The first part of the course will center on discussions of primary and secondary texts and close examination of works of art, both in slides and in visits to museums in New York. In the second part we will work on conceptualizing, researching, and writing exhibition materials for the Clark Art Institute's upcoming exhibition with the Getty Museum, *Jacques-Louis David: Empire to Exile*. Reading knowledge of French required.

Evaluation will be based on student participation in class, including oral presentations, and contribution to the exhibition project.

*Enrollment limit: 12. Preference given to students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 F

RAND

**ARTH 551 Winslow Homer (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth551.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth551.html))

SIMPSON

**ARTH 553(F) Thomas Eakins**

In this seminar we will survey the life and work of Thomas Eakins, examining the shape of his career (as student, art teacher, and exhibiting artist) and the range of investigative pursuits he considered essential to his achievement (among them anatomy, sculpture, and still and motion photography). A close view of individual works will invite consideration of such topics as the influence on Eakins of European and American art; the era's proliferation of exhibition opportunities and outlets for art criticism; Philadelphia's scientific, cultural, and religious communities; issues of gender and sexuality in late nineteenth-century America; and the professionalization and effectiveness of art education in the United States.

Requirements: two short written assignments; a 30-minute oral report, to be presented in revised,

## Art

written form at the end of the semester; and a 5-minute response to another student's oral report. Visits to public collections in Philadelphia, New Haven, and New York are likely.

*Enrollment limit: 12. Preference given to students in the Graduate Program in the History of Art.*  
Hour: 1:10-3:50 M SIMPSON

**ARTH 555 Whistler, Sargent, and American Cosmopolitanism (Not offered 2003-2004)**  
(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth555.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth555.html)) SIMPSON

**ARTH 561 Ambiguous Icons: Problems of Meaning in Twentieth-Century Imagery (Not offered 2003-2004)**  
(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth561.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth561.html)) HAXTHAUSEN

### **ARTH 564(S) Art in the Weimar Republic**

The short-lived, ill-fated Weimar Republic (1919-1933) was a moment of unusual ferment in visual culture: Paul Klee, Max Beckmann, Hannah Höch, Max Ernst, Kurt Schwitters, Walter Gropius, August Sander, F. W. Murnau, Fritz Lang—these are but a few of the names associated with it. Among suggested areas for seminar papers are “the new woman”; modern art, the art museum, and the art market; relations between painting, printmaking, photography, and cinema; strategies of viewer address in theory and practice.

Requirements: a 30- to 40-minute oral report, to be presented in revised, written form at the end of the semester, and a 10-minute commentary on another student's oral report.

Prerequisites: permission of instructor. A reading knowledge of German is highly recommended.  
Hour: 7:30-10:00 p.m. W HAXTHAUSEN

**ARTH 565 Art History, Aesthetics, and Visual Studies (Not offered 2003-2004)**  
(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth565.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth565.html)) HOLLY

### **ARTH 567(F) Art in Germany: 1960 to the Present (Same as Arth 267)**

This lecture course may be taken for seminar credit. Extra seminar sessions will be held outside of the regular lectures for enrolled graduate students.

Requirements: attendance at lectures; completion of all required reading; an oral report, to be presented in revised, written form at semester's end; and a ten-minute critical commentary on another student's oral report.

Hour: 11:00-12:15 MWF HAXTHAUSEN

**ARTH 568 Cubism and Its Interpretations (Not offered 2003-2004)**  
(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth568.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth568.html)) HAXTHAUSEN

### **ARTH 569(F) Reading/Re-reading *Les Femmes d'Alger***

Picasso's *Les Femmes d'Alger* (1906-07) has long enjoyed ordinary status within early-twentieth-century modernism. In this course we will first explore the role of foundational texts (Barr, Rubin, Steinberg, Golding, etc.) in situating the painting within modernist art history. The second part of the course will take up revisionist critiques that challenge assumptions about ethnicity, race, gender, and sexuality (Berger, Gibson, Gedo, Krauss, Lomas, Foster, Leighton, Garb, Chave, etc.) and recast the relationship between modernity and modernism in Paris before World War I.

Requirements: a 30-minute oral report, to be presented in revised, written form at the end of the semester.

*Preference given to students in the Graduate Program in the History of Art.*  
Hour: 2:30-5:10 W CHADWICK

**ARTH 573 Images and Anti-images: Zen Art in China and Japan (Not offered 2003-2004)\***  
(See online: [www.williams.edu/Registrar/catalog/depts/arth/arth573.html](http://www.williams.edu/Registrar/catalog/depts/arth/arth573.html)) JANG

## LANGUAGE COURSES

Reading proficiency in two European languages is required for the M.A. degree in Art History at Williams, and provision for attainment of this qualification is an integral part of the program of study. Of these two, German is *required*, and French is recommended. Elementary and intermediate undergraduate courses offered by the language departments are open to graduate students, and the graduate program offers advanced, one-semester courses in French and German art-history readings. A student who begins elementary language study after enrollment in the program should expect to take a sequence of courses. Details may be obtained from the Graduate Program office. Entering students with some previous language background will be asked to take a standard reading examination for purposes of placement. A score of 500 is required for admission to the advanced course. Students with scores below 500 will be enrolled in elementary language courses. Students should aim to complete all language work no later than the end of the third semester.

To satisfy the requirement in each of the two required languages, a student must: (a) score 700 or better on the SAT II reading examination upon enrollment in the program or, (b) complete punctually and satisfactorily (B- or better) all assignments and tests in the advanced courses. The same standards and expectations apply to language courses as to other courses and seminars.



Second-year students who have successfully completed German 501-502 and have independently developed their German language skills during the summer may, before the commencement of their third semester of study, arrange to take a two-hour translation examination administered by the Graduate Program. Students who pass the examination are exempted from German 509.

If appropriate to his or her course of study, a student may petition to substitute another language for French. Instruction in Italian, Spanish, Russian, Latin, and Greek is regularly offered in the undergraduate curriculum, whereas independent arrangements must be made for Dutch and other languages.

**GERM 501(F)-502(S) (101-102) Elementary German**

This course is for students who have had no previous study of German. It consists of the regular undergraduate introductory course.

**GERM 509(F) Readings in German Art History and Criticism**

Texts are selected from characteristic works of art history and criticism and from the specialized literature required in concurrent seminars.

Prerequisites: German 501-502 with a final grade of B- or above, or appropriate score on SAT II exam upon matriculation.

**RLFR 511(F) Intensive Grammar and Translation**

An intensive grammar course for students interested either in developing or in improving their basic reading skills in French. Emphasis will be on a general review of grammar and sentence structure as well as on developing a wide range of vocabulary centered around art history.

**RLFR 512(S) Readings in French Art History and Criticism**

An advanced translation course specializing in art history. Texts will be selected from fundamental works of art history and criticism and from the specialized literature required in concurrent art seminars in the Graduate Program in Art History.

**ASIAN STUDIES (Div. I & II, see explanation below)**

*Chair, Professor CORNELIUS KUBLER*

Professors: C. KUBLER, YAMADA. Assistant Professors: C. BOLTON, C. CHANG, KAGAYA, YAMAMOTO. Visiting Assistant Professor: DOMIZIO. Visiting Lecturer: DUAN. *Adjunct Faculty for the Major*: Professors: CRANE\*, DREYFUS, JUST. Associate Professors: JANG, A. SHEPPARD\*, WONG. Assistant Professors: DE BRAUW, REEVES\*\*, ROBSON.

The Department of Asian Studies offers courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language and literature. 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, literatures, music, politics, religion, and sociology of China, Japan, and other Asian countries. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. *Please note: courses with ASST prefix carry Division II credit and courses with CHIN and JAPN prefixes carry Division I credit.*

**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) four semesters of Chinese or Japanese language
- 2) Asian Studies 201, or, with permission of the Chair, students may select a substitute from the following courses:
  - Anthropology 213 Center and Periphery: State, Society, and the Individual in Southeast Asia
  - ArH 172 Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha
  - Religion 241 Hinduism: Construction of a Tradition
  - Religion 242 Buddhism: Concepts and Practices
  - Religion 251 Zen History, Culture, and Critique

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

**3A) Area Studies track**

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

**3B) Chinese Major**

- a. four additional semesters of Chinese language

## Asian Studies

b. Chinese 412 Introduction to Classical Chinese

c. one course in Chinese literature in translation

3C) Japanese Major

a. four additional semesters of Japanese language

b. one course in Japanese literature in translation

c. one elective on Japan

### Electives

Anthropology 213 Center and Periphery: State, Society and the Individual in Southeast Asia  
 Arth 172 Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha  
 Arth 270 Japanese Art and Culture  
 Arth 274 Chinese Calligraphy: Theory and Practice  
 Arth 376 Image and Anti-images: Zen Art in China and Japan  
 Chinese 131 Basic Cantonese  
 Chinese 152 Basic Taiwanese  
 Chinese 234/Comparative Literature 216 Post-Mao Literature and Culture  
 Chinese 244/Comparative Literature 218 Writer and Society in Twentieth-Century China  
 Chinese/Comparative Literature 275 China's Greatest Novel  
 Chinese 412 Introduction to Classical Chinese  
 Chinese/Linguistics 431 Introduction to Chinese Linguistics  
 History 112 The Mao Cult  
 History 212 Barbarians in the Middle Kingdom: China to 1850  
 History 213 Modern China, 1850-Present: Continuity and Change  
 History/Women's and Gender Studies 313 Women in Chinese History  
 History 384 Comparative Asian-American History, 1850-1965  
 History 385 Contemporary Issues in Recent Asian-American History, 1965-Present  
 History 470 The Chinese-American Experience  
 History 473 Stuff  
 Japanese/Comparative Literature 271 Traditional Japanese Literature into the Twentieth Century  
 Japanese/Comparative Literature 276 Premodern Japanese Literature and Performance  
 Music 126 Musics of Asia  
 Political Science 247 Political Power in Contemporary China  
 Political Science 265 The International Politics of East Asia  
 Political Science 341 The Politics of the Global Economy: Wealth and Power in East Asia  
 Religion 241 Hinduism: Construction of a Tradition  
 Religion 242 Buddhism: Concepts and Practices  
 Religion 245 Tibetan Civilization  
 Religion 304/Comparative Literature 344/English 386 From Hermeneutics to Post-Coloniality

## STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams sponsors study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas can count toward graduation, and up to four courses taken overseas may be counted toward the major.

## THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Asian Studies, Chinese, or Japanese should submit a proposal to the department chair when they register for courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for ASST 493-W031-494, CHIN 493-W031-494, or JAPN 493-W031-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of *Honors*, *Highest Honors*, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

## THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

## COURSES IN ASIAN STUDIES (Div. II)

**ASST 201 Asia and the World (Same as Political Science 100) (Not offered 2003-2004)\***

(See under Political Science for full description.)

*Satisfies one semester of the Division II distribution requirement.*

**ASST 243(F) Modern History and Politics of Korea (Same as Political Science 243 and History 219)\***

(See under Political Science for full description.)

**ASST 245(F) Nationalism in East Asia (Same as Political Science 245 and History 318)\***

(See under Political Science for full description.)

**ASST 254(S) Religion and Popular Culture in Japan (Same as Religion 254)\***

(See under Religion for full description.)

**ASST 493(F)-W031-494(S) Senior Thesis\***

*Satisfies one semester of the Division II distribution requirement.*

**ASST 497(F), 498(S) Independent Study\***

*Satisfies one semester of the Division II distribution requirement.*

## COURSES IN CHINESE (Div. I)

The department regularly offers four levels of instruction in Modern Standard Chinese (Mandarin), designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing, as well as introductory courses in Cantonese, Taiwanese, Classical Chinese, and Chinese linguistics. The course numbering system for Chinese is sequential. Students move from Chinese 101-102 to 201, 202, 301, 302, 401, and 402. Independent study (Chinese 497, 498) may be offered depending on student needs and available resources; interested students must contact the coordinator of the Chinese Program well before the independent study is planned, and present a proposal to the program coordinator of the professor with whom they are interested in working by the first day of pre-registration week. Those students entering with proficiency in Chinese should see the program coordinator concerning placement.

The department also offers courses on Chinese literature in translation for those students who have no knowledge of the language but who wish to become acquainted with the major achievements in Chinese literary and intellectual history. For the purpose of the distribution requirement, all courses in Chinese are considered Division I.

**CHIN 101(F)-W088-102(S) Basic Chinese\***

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the official language of mainland 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 a basic proficiency in reading and writing in both the traditional and the simplified script at about the 500-character level. This course, which assumes no prior background in Chinese, will consist of approximately 60% training in speaking and listening with the other 40% spent on reading and writing. Classes consist of a combination of “act” classes, conducted exclusively in Mandarin, where students use the language in various types of drills and communicative activities; and “fact” classes, conducted in Mandarin and English, where students learn about the language and culture. Both audiotapes and videotapes will be employed extensively. Evaluation will be based on daily classroom performance, homework, quizzes, weekly tests, and a final exam.

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

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

C. KUBLER and Staff

**CHIN 131 Basic Cantonese (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/chin/chin131.html](http://www.williams.edu/Registrar/catalog/depts/chin/chin131.html))

C. KUBLER

**CHIN 152(S) Basic Taiwanese\***

An introduction to Taiwanese, the majority language of Taiwan. Different varieties of this language, which is also known as Amoy, Southern Min, Hokkien, and Fukienese, are spoken by over 40 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese—in both its spoken and written forms—has been experiencing a fascinating revival in recent years. This language, which is the most divergent of all the major Chinese “dialects,” is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin.

## Asian Studies

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

Prerequisites: Chinese 202 or permission of instructor.

Hour: 9:55-11:10 TR

C. KUBLER

### **CHIN 201(F), 202(S) Intermediate Chinese\***

This course is designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the course, students should be able to speak Chinese with some fluency on everyday topics, achieve a level of reading competence within a vocabulary of about 1,200 simplified and traditional characters plus common compounds, and be able to write short compositions. *Conducted in Mandarin.*

Format: drill/discussion/reading. Evaluation will be based on classroom performance, homework, weekly tests, a midterm, and a final exam.

Prerequisites: Chinese 102 or permission of instructor.

Hour: 9:00-9:50 MTWRF, 11:00-11:50 MTWRF

DOMIZIO

### **CHIN 222(F) Chinese Cinema (Same as Comparative Literature 272)\***

The goal of this course is to provide students with basic knowledge about Chinese cinema and to help students understand Chinese cinema against a cultural, historical, social, and political background. Framed within the history of Chinese cinema in the twentieth century, this course emphasizes the artistic and political aspects of the movies made by the "Fifth generation" directors in the 1980s and 1990s. This course also introduces students to a critical scheme for cinema discussion: describing the story of a movie, interpreting the movie, evaluating the movie, and theorizing personal opinions about the movie.

Requirements: no exams, one short paper (5-7 pages), one longer paper (15 pages), and one presentation (with paper or notes). Participation of class discussions is taken into account.

Format: lecture/discussion. *No enrollment limit (expected: 15). Preference given to Asian Studies, Chinese and Japanese majors.*

Hour: 2:35-3:50 MR

DUAN

### **CHIN 223(S) Survey of Chinese Literature (Same as Comparative Literature 273)\***

The goal of this course is to provide students with basic knowledge about Chinese literature and to help students understand Chinese literature in its historical setting. Covering both classical and modern Chinese literature, this course emphasizes four major genres: poetry, prose, drama, and fiction. Framed within a historical survey of the development of Chinese literature, this course focuses on an analytical and interpretive reading of the major works in English translation, which represent the main achievements of each genre. This course also introduces students to a critical scheme for literature discussion, i.e., how to read literary works at formal, rhetorical, aesthetic, and conceptual levels.

Requirements: no exams, one short paper (5-7 pages), one longer paper (15 pages), and one presentation (with paper or notes). Participation of class discussions is taken into account.

Format: lecture/discussion. *No enrollment limit (expected: 15). Preference given to Asian Studies, Chinese and Japanese majors.*

Hour: 1:10-2:25 MR

DUAN

### **CHIN 301(F), 302(S) Upper-Intermediate Chinese\***

Although the oral skills will continue to receive attention, there is at this level increased emphasis on reading and writing. A major goal of the course will be developing students' reading proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from the colloquial written Chinese which was introduced during the first two years of instruction. About half of the course will be devoted to newspaper reading, with the remainder consisting of several modules that may include short selections from modern Chinese fiction, films, or other types of performance literature. Both simplified and traditional character texts will be used. *Conducted in Mandarin.*

Requirements: two 75-minute classes plus a 50-minute conversation session; primarily reading and discussion, with students being required to write a short essay every other week. Evaluation will be based on classroom performance, homework, quizzes, and a final exam.

Prerequisites: Chinese 202 or permission of instructor.

Hour: 12:00-12:50 MWF

C. CHANG

### **CHIN 401(F), 402(S) Advanced Chinese\***

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

Requirements: two 75-minute classes plus a 50-minute conversation session; primarily reading and discussion; students are required to write a short essay every other week. Evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam.

Prerequisites: Chinese 302 or permission of instructor.

Hour: 2:35-3:50 MR

C. CHANG

**CHIN 412(S) Introduction to Classical Chinese\***

Also termed Literary Chinese in English and *Wenyan* or *Gudai Hanyu* in Chinese, Classical Chinese was the standard written language of China from around the fifth century BC until the 1920s and served for many centuries as the written lingua franca of China, Japan, Korea, and Vietnam. Moreover, remnants of Classical Chinese are still used frequently in Modern Chinese, in both writing (e.g., newspaper and road signs) and speech (e.g., proverbs and aphorisms). After several weeks of study of basic grammar and vocabulary, we will read short texts in literature, history, and philosophy from the works of authors such as Confucius, Mencius, Laozi, Zhuangzi, Sima Qian, and the Tang poets Li Bai and Du Fu. While the main objective is to develop reading proficiency in Classical Chinese, the course also serves to enhance proficiency in Modern Chinese through classroom discussion in Mandarin, translation of Classical Chinese into Modern Chinese, and comparison of Classical Chinese and Modern Chinese vocabulary and grammar. *Conducted in Mandarin.*

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

Prerequisites: Chinese 202 or permission of instructor.

Hour: 2:35-3:50 TF

DUAN

**CHIN 431(F) Introduction to Chinese Linguistics (Same as Linguistics 431)\***

Is Chinese—whose nouns “lack” number and whose verbs have no tense—a monosyllabic, “primitive” language? Are the Chinese characters a system of logical symbols or “idiographs,” which indicate meaning directly without regard to sound? Should (and could) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; language and politics in the Chinese-speaking countries; and the teaching of Chinese as a foreign/second language. *Readings in English and Chinese, with class discussion conducted primarily in Mandarin.*

Evaluation will be based on classroom performance, homework, two short papers, and one longer paper.

Prerequisites: Chinese 301 or permission of instructor.

Hour: 1:10-3:50 W

C. KUBLER

**CHIN 493(F)-W031-494(S) Senior Thesis\***

*Satisfies one semester of the Division I distribution requirement.*

**CHIN 497(F), 498(S) Independent Study\***

Consult Professor Chang before registering for this course.

**COURSES IN JAPANESE (Div. I)**

The department regularly offers four levels of language instruction in Modern Japanese, designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing. Courses in Japanese literature in translation are also offered. The course numbering system for Japanese is sequential. Students move from Japanese 101-102 to 201, 202, 301, 302, 401, and 402. Independent Study (Japanese 497, 498) is offered for students who have completed 402 or the equivalent, depending on student needs and available resources. Students interested in pursuing an independent study must contact the coordinator of the Japanese Program well before the semester, and present a proposal to the professor with whom they are interested in working by the first day of pre-registration week. Those students entering with previous proficiency in Japanese should see Professor Yamada concerning placement. For the purpose of the distribution requirement, all courses in Japanese are considered Division I.

**JAPN 101(F)-W088-102(S) First-Year Japanese\***

An introduction to modern spoken and written Japanese, the course will emphasize oral skills in the fall semester, with somewhat more reading and writing in the spring. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both videotapes and audiotapes will be used extensively. Classes consist of a combination of “act” classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and “fact” classes, conducted in Japanese and English, where students learn about the language and culture.

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

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

Hour: 9:55-11:10 TR

Conferences: 9-9:50 MWF, 10-10:50 MWF

First Semester: YAMADA (lectures), YAMAMOTO (conferences)

Conferences: 9-9:50 MWF, 10-10:50 MWF

Second Semester: KAGAYA (lectures), YAMAMOTO (conferences)

9:55-11:10 TR

## Asian Studies

### JAPN 201(F), 202(S) Second-Year Japanese\*

This course is a continuation of Elementary Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

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

Prerequisites: Japanese 101-102 *or* permission of instructor.

Hour: 1:10-2:25 TR

Conference: 12-12:50 MWF

First Semester: YAMAMOTO (lectures), YAMADA (conferences)

1:10-2:25 TR

Conference: 12-12:50 MWF

Second Semester: YAMAMOTO (lectures), YAMADA (conferences)

### JAPN 252(F) The Masks of Japanese Literature (Same as Comparative Literature 262)\*

From the masks of the noh theater to science fiction fantasies of plastic surgery, this course examines the device of the mask in modern Japanese fiction and films, as well as some of their premodern antecedents. The fictional masks we will look at range from the traditional to the technological, from the actual to the metaphorical, from the physical to the purely psychological. But all of them are used by the authors to explore the nature of identity, and the significance of concealing or revealing the self, either in fiction or face to face. *All texts are translated or subtitled in English.*

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

No prerequisites. *No enrollment limit (expected: 15). Preference given to Japanese, Asian Studies, and Comparative Literature majors.*

Hour: 1:10-2:25 MR

C. BOLTON

### JAPN 253(S) Japanese Film and Visual Culture (Same as Comparative Literature 263)\*

This course investigates visual culture in Japan primarily through film, from the early masters to contemporary directors and animation. Additional material may be drawn from fields such as theater, television, advertising, architecture, visual art, and comics. *All texts are translated or subtitled in English.*

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

No prerequisites. *No enrollment limit (expected: 15). Preference given to Japanese, Asian Studies, and Comparative Literature majors.*

Hour: 2:35-3:50 MR

C. BOLTON

### JAPN 271 Transitional Japanese Literature Into the Twentieth Century (Same as Comparative Literature 271) (Not offered 2003-2004)\*

(See online: [www.williams.edu/Registrar/catalog/depts/japn/japn271.html](http://www.williams.edu/Registrar/catalog/depts/japn/japn271.html))

KAGAYA

### JAPN 276 Premodern Japanese Literature and Performance (Same as Comparative Literature 276) (Not offered 2003-2004)\*

(See online: [www.williams.edu/Registrar/catalog/depts/japn/japn276.html](http://www.williams.edu/Registrar/catalog/depts/japn/japn276.html))

KAGAYA

### JAPN 301(F), 302(S) Third-Year Japanese\*

This course is a continuation of Japanese 201, 202, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to all the major structural patterns of contemporary Japanese and will have begun emphasis on vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose of intermediate difficulty will also receive some attention.

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

Prerequisites: Japanese 202 *or* permission of instructor.

Hour: 11:20-12:35 TR

Conference: 1:10-2:25 TF

First Semester: YAMADA

11:20-12:35 TR

Conference: 1:10-2:25 TF

Second Semester: KAGAYA

### JAPN 401(F), 402(S) Fourth-Year Japanese\*

A continuation of Japanese 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in current Japan. Topics may vary according to the level of the students.

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

Prerequisites: Japanese 302 *or* permission of instructor.

Hour: 9:00-9:50 MWF

C. BOLTON

### JAPN 403 Advanced Japanese\* (Not offered 2003-2004)

(See online: [www.williams.edu/Registrar/catalog/depts/japn/japn403.html](http://www.williams.edu/Registrar/catalog/depts/japn/japn403.html))

### JAPN 493(F)-W031-494(S) Senior Thesis\*

*Satisfies one semester of the Division I distribution requirement.*

### JAPN 497(F), 498(S) Independent Study\*

This course is for those students who have completed Japanese 402 or the equivalent.

## ASTRONOMY (Div. III)

*Chair*, Professor KAREN B. KWITTER

Professors: KWITTER, PASACHOFF. Observatory Supervisor/Instructor: SOUZA.

Why is the sky dark at night? What are those mysterious twinkling lights that dot the nighttime sky? What is Earth's place in the Universe? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe is fashioned. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major, administered jointly with the Physics Department, and the Astronomy major, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-type courses are intended primarily for non-science majors, and have no prerequisite. Astronomy 111 is designed for students with some exposure to or interest in physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a corequisite of Mathematics 104 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24" computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department homepage can be found at <http://www.williams.edu/Astronomy>.

### ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, geosciences, economics, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route to and through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 104 or 105/106 in the fall. Students with very good background placing them out of Physics 142 *and* out of Mathematics 104 may choose to take Physics 201 and Mathematics 105/106 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics. Students who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

### MAJOR REQUIREMENTS FOR ASTROPHYSICS

- Astronomy 111 Introduction to Astrophysics
- or* Astronomy 101 Stars: From Suns to Black Holes  
*and either* Astronomy 102 The Solar System—Our Planetary Home  
*or* Astronomy 104 The Milky Way Galaxy and the Universe Beyond  
Three 400-level astronomy courses
- or* Two 400-level astronomy courses *and* one of the following:
  - Astronomy 211 Observing and Data Reduction Techniques in Astronomy
  - Physics 302 Statistical Physics
  - Physics 402 Applications of Quantum Mechanics
  - Physics 405 Electromagnetic Theory
  - Physics 411 Classical Mechanics
  - Physics 418 Gravity
- Physics 131 Particles and Waves
- or* Physics 141 Particles and Waves—Enriched
- or* equivalent placement
- Physics 142 Foundations of Modern Physics

## *Astronomy, Astrophysics*

- or Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists
- Physics 301 Introductory Quantum Physics
  
- Mathematics 105 Multivariable Calculus
- or Mathematics 106 Multivariable Calculus

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

### THE DEGREE WITH HONORS IN ASTROPHYSICS

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

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

### ASTRONOMY MAJOR

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

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

### MAJOR REQUIREMENTS FOR ASTRONOMY

- Astronomy 111 Introduction to Astrophysics
- or Astronomy 101 Stars: From Suns to Black Holes
- and either Astronomy 102 The Solar System—Our Planetary Home
- or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Two 200-level Astronomy courses
- Two 400-level Astronomy courses



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

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

#### THE DEGREE WITH HONORS IN ASTRONOMY

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

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

### ASTRONOMY COURSES

#### COURSES FOR NON-MAJORS WITH NO PREREQUISITES

##### **ASTR 101(F) Stars: From Suns to Black Holes**

What makes a star shine? For how long will the Sun keep shining? What are black holes and how can they form? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Chandra X-ray Observatory, the 10-meter Keck Telescopes, and the Very Large Telescope in Chile, and results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how giant black holes are at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. This course is independent of and on the same level as Astronomy 102 and 104.

Observing sessions include use of the 24" and other telescopes to observe stars, nebulae, planets, and galaxies, as well as the Sun. In addition, students will have the opportunity to learn the constellations and to find their way around the sky. In labs, students will explore concepts discussed in class.

Format: lecture, three hours per week; observing sessions; and 4 labs per semester. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *No enrollment limit (expected: 30). Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W; 2:30-4 T,W

PASACHOFF

##### **ASTR 102(S) The Solar System—Our Planetary Home**

What makes Earth different from all the other planets? Did Mars ever have running water? What is Pluto? Will asteroids or comets collide with the Earth? What is a solar eclipse like? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the

## *Astronomy, Astrophysics*

solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, and others. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope. This course is independent of, and on the same level as Astronomy 101 and 104.

Observing sessions include use of the 24" and other telescopes to observe stars, nebulae, planets, and galaxies, as well as the Sun. In addition, students will have the opportunity to learn the constellations and to find their way around the sky. In labs, students will explore concepts discussed in class.

Format: lecture, three hours per week; observing sessions; and 4 labs per semester. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *No enrollment limit (expected: 30). Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W; 2:30-4 T,W

PASACHOFF

### **ASTR 104 The Milky Way Galaxy and the Universe Beyond (*Not offered 2003-2004; to be offered 2004-2005*)**

(See online: [www.williams.edu/Registrar/catalog/depts/astr/astr104.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr104.html))

PASACHOFF

### **ASTR 106 Observing the Sun and Stars (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/astr/astr106.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr106.html))

PASACHOFF

### **ASTR 330(S) The Nature of the Universe**

A journey through space and time from the first millionth of a second to the ultimate fate of the Universe billions of years in the future. Topics include conditions during the first three minutes, creation of the elements, stellar and giant black holes, the Big Bang and its remnant radiation, relativity, galaxies and quasars, the large scale structure of the Universe, and current ideas about the future of the Universe and the end of time. In particular, we will explore the exciting new results on the acceleration of the Universe's expansion, and the precise determination of its age and fate.

Format: lecture/discussion, three hours per week. Evaluation will be based on two hour tests and a final exam.

No prerequisites. Courses in the 330-sequence are meant as general-education courses for students of all majors. *Enrollment limit: 40. Not open to first-year students and sophomores. Closed to Astronomy, Astrophysics, and Physics majors. Non-major course.*

Hour: 1:10-2:25 MR

KWITTER

### **ASTR 336 Science, Pseudoscience, and the Two Cultures (Same as History of Science 336) (*Not offered 2003-2004*) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/astr/astr336.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr336.html))

PASACHOFF

## **COURSES WITH PREREQUISITES**

### **ASTR 111(F) Introduction to Astrophysics (Q)**

A survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars, this course is the first in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include astronomical instrumentation, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, stellar formation and evolution, nucleosynthesis, white dwarfs, pulsars and neutron stars, and black holes. Observing sessions include use of the 24" and other telescopes to observe stars, nebulae, planets and galaxies, as well as daytime observation of the Sun.

Format: lecture/discussion, observing sessions, and five labs per semester. Evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio.

Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and Mathematics 104 or equivalent. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

Lab: 1-4 M,R

KWITTER

### **ASTR 207T Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (*Not offered 2003-2004*) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/astr/astr207.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr207.html))

KWITTER

### **ASTR 211(F) Observations and Data Reduction Techniques in Astronomy (Q)**

Astronomical observations have undergone a tremendous transformation as a result of the digital computer revolution, with a concomitant increase in the complexity of the effort required to extract useful information from that data. This course will introduce techniques of obtaining and analyzing astronomical data. We will begin by learning about celestial coordinates, basic spherical trigonometry, and time, and move on to discussion of CCD detectors, signal statistics, and the data reduction process, making use of data we obtain with our rooftop observing facilities, including a 24" telescope and radio telescope, as well as data from telescopes at the National Optical Astronomy Observatories. Students will analyze images and spectra using data reduction techniques standard among astronomers.

## *Astronomy, Astrophysics, Biochemistry and Molecular Biology*

Format: lecture/discussion, plus computer work and observing. Evaluation will be based on weekly problem sets, an hour test and a final observing project.

Prerequisites: Astronomy 111 (or Astronomy 101 and either 102 or 104 with permission of instructor) and Mathematics 105/106. Prior experience with UNIX is helpful, but not required. *Enrollment limit: 10 (expected: 8).*

Hour: 1:10-3:50 W

Lab: 7-9:30 p.m. M

KWITTER

**ASTR 217T Planetary Geology (Same as Geosciences 217T) (Not offered 2003-2004; to be offered 2004-2005) (W)**

(See under Geosciences for full description.)

**ASTR 402 Between the Stars: The Interstellar Medium (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/astr/astr402.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr402.html))

KWITTER

**ASTR 408T The Solar Corona (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/astr/astr408.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr408.html))

PASACHOFF

**ASTR 412T(S) Solar Physics (W)**

We study all aspects of the Sun, our nearest star. We discuss the interior, including the neutrino experiment and helioseismology, the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO) and the Transition Region and Coronal Explorer (TRACE). We also discuss data analysis of recent transits of Mercury across the face of the Sun and plans for observing the June 8, 2004, transit of Venus, the first transit of Venus since 1882. Students will meet weekly with the professor in groups of two or three to discuss readings and present short papers.

Format: tutorial. Evaluation will be based on 4-5 five-page papers, discussions and presentations, and an hour exam. Students will be expected to improve their writing throughout the course, with the aid of careful editing by and comments from the professor.

Prerequisites: Astronomy 111 (or Astronomy 101 and either 102 or 104 with permission of instructor) and a 200-level Physics or Astronomy course. *Enrollment limit: 12 (expected: 10).*

Hour: TBA

PASACHOFF

**ASTR 418 Astrophysics of The Milky Way and Other Galaxies (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/astr/astr418.html](http://www.williams.edu/Registrar/catalog/depts/astr/astr418.html))

KWITTER

**ASTR 493(F)-W031, W031-494(S) Senior Research in Astronomy**

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

Members of the Astronomy Department

**ASPH 493(F)-W031, W031-494(S) Senior Research in Astrophysics**

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

Prerequisites: permission of the department.

Members of the Astronomy and Physics Departments

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

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

## **BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div. III)**

*Chair, Associate Professor* ROBERT SAVAGE

*Advisory Committee:* Professors: ALTSCHULER\*\*\*, DEWITT, KAPLAN, LOVETT, D. LYNCH\*.

Associate Professor: RAYMOND, ROSEMAN, SWOAP\*\*\*, SAVAGE. Assistant Professors: GEHRING, HUTSON, TING. Visiting Associate Professor: BANTA.

Biochemistry and molecular biology are dynamic fields which 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

## Biochemistry and Molecular Biology

interface between the chemical and biological methods of looking at nature, therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

### PROGRAM

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 would be taken in the junior year, students are advised to take the prerequisites for this course in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics. In addition, students contemplating attending graduate school in biochemistry or a related field are strongly encouraged to take BIOL/CHEM 322.

### THE FOLLOWING INTERDEPARTMENTAL COURSES SERVE AS THE CORE OF THE BIOCHEMISTRY AND MOLECULAR BIOLOGY PROGRAM

BIMO 321 provides an introduction to biochemistry and molecular biology. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

#### **BIMO 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Chemistry 321)**

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Chemistry 251 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 W,R

GEHRING

#### **BIMO 401(S) (formerly 406) Topics in Biochemistry and Molecular Biology**

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

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

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

Hour: 1:10-3:50 W

GEHRING and RAYMOND

*To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below; take two electives from the list below (one must have a laboratory component), and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.*

#### **Required Courses**

Biology 101 The Cell

Biology 102 The Organism

Chemistry 151 or 153 or 155 Concepts of Chemistry

Chemistry 156 Organic Chemistry: Introductory Level

### *Biochemistry and Molecular Biology, Biology*

Chemistry 251 Organic Chemistry: Intermediate Level  
Chemistry 256 Foundations of Physical and Inorganic Chemistry  
Biology 202 Genetics  
Biochemistry and Molecular Biology 321 Biochemistry I—Structure and Function of Biological Molecules  
Biochemistry and Molecular Biology 401 Topics in Biochemistry and Molecular Biology

#### *Elective Courses*

Biology/Chemistry 322 Biochemistry II—Metabolism  
Biology 301 Developmental Biology  
Biology 306 Advanced Molecular Genetics  
Biology 308 Integrative Plant Biology: Fundamentals and New Frontiers  
Biology 313 Immunology  
Biology 315 Microbiology: Diversity, Cellular Physiology, and Interactions  
Biology 409 Molecular Physiology  
Biology 412 Biochemical Regulatory Mechanisms  
Biology 413 Molecular Basis of Biological Clocks  
Chemistry 324 Enzyme Kinetics and Reaction Mechanisms  
Chemistry 341 Toxicology and Cancer  
Chemistry 342 Synthetic Organic Chemistry  
Chemistry 364 Instrumental Methods of Analysis  
Chemistry 366 Physical Chemistry: Thermodynamics  
Chemistry 367 Biophysical Chemistry  
Chemistry 436T Bioinorganic Chemistry  
Chemistry 464T A Theoretical Approach to Biological Phenomena

#### *Colloquium Requirement*

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the spring BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

## **BIOLOGY (Div. III)**

*Chair, Professor HEATHER WILLIAMS*

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

The Biology curriculum has been designed to provide students a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all subdisciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

#### **MAJOR REQUIREMENTS**

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

Biology 101 The Cell  
Biology 102 The Organism  
Biology 202 Genetics  
Any two 300-level courses, one of which must have a laboratory associated with it.  
Any one 400-level course other than 493-494.  
Any other three courses *or* any other two courses and two semesters of Organic Chemistry.

## Biology

NOTE: Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level or 400-level course requirements. Both WIOX 215, *Biology: Ecology of Flowering Plants*, and WIOX 216, *Biology: Evolution*, in the Williams Oxford Program qualify for major credit.

### Distribution Requirement

In order to ensure that majors broaden their knowledge of biology, one of the elective courses for the major must include an upper-level course covering biological processes at levels of organization above the cell. Courses that satisfy this distribution requirement are indicated in the individual course description.

### COURSE SELECTION AND PLACEMENT

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking two or more biology courses during several semesters.

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the department, to take Biology 203 *Ecology*, Biology 204 *Animal Behavior*, and Biology 220 *Field Botany* without prerequisite. Other biology courses designed specifically for students who do not intend to take additional upper-level courses in biology include Biology 132 *Human Biology and Social Issues*, Biology 134 *The Tropics: Biology and Social Issues*, and Biology 133 *Biology of Exercise and Nutrition*. All of these courses satisfy the Division III distribution requirement; in addition, Biology 134 satisfies the Peoples and Cultures distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

### COURSES RELATED TO THE BIOLOGY MAJOR

Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of Physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department's graduate school advisor, Professor Raymond, 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.

### NEUROSCIENCE

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

### ENVIRONMENTAL STUDIES

Students interested in Environmental Studies (ENVI) should consult the general statement under Environmental Studies.

### THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the spring semester of the junior year; approval must be received before spring registration in the junior year.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (one of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry).

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, *subject to the approval of their thesis advisor*, to begin the honors research during winter study junior year or during the second

semester junior year. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

#### CREDIT FOR COURSES AT OTHER INSTITUTIONS

Students who enroll in study away programs may receive credit for up to two 200-level electives towards the biology major upon approval of the course syllabi by the Biology Department's study abroad coordinator, Professor Banta.

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

#### **BIOL 101(F) The Cell**

This course provides an introduction to the cellular aspects of modern biology. It explains the development of cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics considered include biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signalling, cell trafficking, the cell cycle, and cancer. In addition to textbook assignments, articles from the recent biological literature will be assigned and discussed. Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on quizzes, hour tests, a final exam, and weekly lab reports.

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

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF, 8:30-9:45 TR, 11:20-12:35 TR

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

DEWITT, RAYMOND

#### **BIOL 102(S) The Organism**

This course uses an evolutionary approach to introduce organismal biology. The course stresses inter-relatedness of different levels of biological organization from the cell to the organism. Topics include the cell cycle, animal and plant development, evolutionary mechanisms, speciation, and biodiversity. Examples are drawn from a broad range of animal, fungal, and plant groups. In addition to textbook assignments, articles from recent biological literature are assigned and discussed.

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

Prerequisites: Biology 101. *No enrollment limit (expected: 4 sections of 45).*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF, 8:30-9:45 TR, 11:20-12:35 TR

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

MORALES, SAVAGE

#### **BIOL 132 Human Biology and Social Issues (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/biol/biol132.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol132.html))

#### **BIOL 133(F) 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 long-term health consequences of a lifetime of activity or 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.

Requirements: course work will consist of lectures and hands-on experiences with equipment used in exercise physiology, all during regular lecture hours. Evaluation will be based on exams.

No prerequisites. *Enrollment limit: 120 (expected: 120). Preference given to seniors, juniors, sophomores, and first-year students—in that order.*

*Does not count for major credit in Biology.*

Hour: 8:30-9:45 TR

SWOAP

#### **BIOL 134(S) The Tropics: Biology and Social Issues (Same as Environmental Studies 134)\***

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting

## Biology

ecological environment.

Format: lecture/debate, three hours per week. Evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam.

No prerequisites. *Enrollment limit: 100 (expected: 80). Preference given to seniors, juniors, sophomores, and first-year students—in that order. Does not count for major credit in Biology.*

Hour: 10:00-10:50 MWF

J. EDWARDS

### **BIOL 202(F) Genetics (Q)**

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions about aspects of biology ranging from embryonic development to aging. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids, DNA restriction mapping, and computer-based cloning.

Format: lecture/laboratory, six hours per week. Evaluation will be based on biweekly problem sets, weekly laboratory exercises and laboratory reports, and three examinations; 90% of the final grade is determined by performance on written exercises and exams.

Prerequisites: Biology 101 and 102. *No enrollment limit (expected: 85).*

Hour: 11:00-11:50 MWF

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

ALTSCHULER

### **BIOL 203(F) Ecology (Same as Environmental Studies 203) (Q)**

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Format: lecture/laboratory, six hours per week. Evaluation will be based on problem sets, lab reports, hour exams, and a final exam.

Prerequisites: Biology 101 and 102, or Environmental Studies 101 or 102, or permission of instructor.

*No enrollment limit (expected: 35).*

*Required course in the Environmental Studies Program. Satisfies distribution requirement in major.*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,W

MORALES

### **BIOL 204(S) Animal Behavior**

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

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

Prerequisites: Biology 102, or Psychology 101, or permission of instructor. *Enrollment limit: 42 (expected: 28). Preference given to seniors, Biology majors, and Neuroscience concentrators.*

*Satisfies distribution requirement in the major.*

Hour: 8:30-9:45 MWF

Lab: 1-4 T,W

H. WILLIAMS

### **BIOL 205(S) Physiology**

This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.

Evaluation will be based on hour exams, laboratory practicals, laboratory reports, and a final exam.

Prerequisites: Biology 101 and 102. *No enrollment limit (expected: 60).*

*Satisfies distribution requirement in major.*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

ZOTTOLI



**BIOL 206T(S) Genomics (W)**

Genomics, the study of complete DNA sequences of organisms, has been touted as the new revolution in biology. This tutorial course, aimed primarily at sophomores, explores the extent to which genomics research has, and has not, expanded our understanding of biology. We begin by understanding the experimental means of acquiring correct and complete DNA sequence(s) of a species. This background allows a critical analysis of the current data and databases used in genomic analysis. Reading recent primary literature, we will then fully examine experimental approaches that assess interesting biological phenomena on a genome-wide basis.

The class will meet as a whole once per week to discuss and refine questions on required readings of primary literature. Each student will also be assigned to a weekly tutorial meeting with the instructor and one other student. Every other week at this tutorial meeting, students will present a written and oral critical analysis of the assigned reading. Students not making a presentation will question and critique the work of their colleague.

Format: discussion, 75 minutes per week/tutorial, 1 hour per week. Evaluation will be based on tutorial participation and five tutorial papers of 5 pages each, with at least one substantive revision of a tutorial paper.

Prerequisites: Biology 202. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Hour: 8:30-9:45 TR

RAYMOND

**BIOL 211 Invertebrate Paleobiology (Same as Geosciences 212) (Not offered 2003-2004; to be offered 2004-2005)**

(See under Geosciences for full description.)

Prerequisites: Biology 101, 102, or 203, or any 100-level Geosciences course.

**BIOL 212(F) Introduction to Neuroscience (Same as Psychology 212 and Neuroscience 201)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience. Format: lecture, three hours per week; laboratory, every other week. Evaluation will be based on laboratory reports, a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101. *Enrollment limit: 144 (expected: 72). Preference given to Biology and Psychology majors. Open to first-year students who satisfy the prerequisites.*

*Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

H. WILLIAMS and ZIMMERBERG

**BIOL 220 Field Botany and Plant Natural History (Same as Environmental Studies 220) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/biol/biol220.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol220.html))

**BIOL 231(F,S) Marine Ecology (Same as American Maritime Studies 311) (Offered only at Mystic Seaport.)**

(See under American Maritime Studies for full description.)

Prerequisites: Biology 101 and 102 or permission of instructor.

**BIOL 235T(F) Biological Modeling with Differential Equations (Same as Mathematics 335T) (Q)**

(See under Mathematics for full description.)

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof.

**BIOL 301(F) Developmental Biology**

Developmental biology has undergone rapid growth in recent years and is becoming a central organizing discipline that links cells and molecular biology, evolution, anatomy and medicine. We are now beginning to have a molecular understanding of fascinating questions such as how cells decide their fate, how patterns are created, how male and females are distinguished, and how organisms came to be different. We have also discovered how the misregulation of important development regulatory genes can lead to a variety of known cancers and degenerative diseases in humans. In this course we will examine these and related topics combining a rich classical literature with modern genetic and molecular analyses.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on hour exams, short papers, and a final exam.

Prerequisites: Biology 202 or permission of instructor. *Enrollment limit: 15 (expected: 15).*

Hour: 8:30-9:45 TR

Lab: 1-4 T

SAVAGE

**BIOL 302(S) Population and Community Ecology (Same as Environmental Studies 312) (Q)**

This course offers a critical review of contemporary concepts and experimental evidence in population dynamics and ecological communities. Topics include principles of ecological experiments, basic population growth models, structured population dynamics, parasite ecology and evolution,

## Biology

evolution of life histories, competition, predation-prey interactions, enigmas of biodiversity, conservation biology, and restoration ecology. Assigned readings include current research literature.

Format: lecture/discussion/laboratory. Evaluation will be based on lab reports, a term project with presentation, a midterm examination, a midterm paper, and a final exam.

Prerequisites: Biology/Environmental Studies 203 or 220 or permission of instructor. *Enrollment limit: 24 (expected: 16). Preference given to Biology majors and Environmental Studies concentrators.*  
Hour: 8:30-9:45 TR Lab: 1-4 W,R GILL

### **BIOL 303 Sensory Biology (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/biol/biol303.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol303.html))

### **BIOL 304(F) Neurobiology**

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

Format: lecture/laboratory, six hours per week. Evaluation will be based on class participation, laboratory notebooks and posters, two hour exams and a final exam.

Prerequisites: Biology 205. *Enrollment limit: 16 (expected: 16). Preference given to Biology majors and Neuroscience concentrators.*

Hour: 11:20-12:35 TR

Lab: 1-4 W,R

ZOTTOLI

### **BIOL 305(F) Evolution (Q)**

This course offers a critical review of contemporary concepts and controversies in evolutionary biology. Topics include basic population and quantitative genetics, the microevolutionary processes that change the genetic structure of populations, Darwinian natural selection and alternative modes of selections, hierarchical selection, the principles by which the tree of life is reconstructed, adaptation, speciation, and macroevolution. Assigned readings include current research literature.

Format: lecture/discussion, three hours per week. Evaluation will be based on problem sets, two mid-examinations and a final exam. 85% of the final grade is determined by performance on written exercises and examinations, 15% on participation in discussions.

Prerequisites: Biology 202. *Enrollment limit: 36 (expected: 24). Preference given to Biology majors. Satisfies distribution requirement in major.*

Hour: 8:30-9:55 TR

GILL

### **BIOL 306 Advanced Molecular Genetics (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/biol/biol306.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol306.html))

### **BIOL 308(S) Integrative Plant Biology: Fundamentals and New Frontiers**

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Frequent discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on problem sets, lab reports, a term paper, and exams.

Prerequisites: Biology 202. *Enrollment limit: 20 (expected: 12). Preference given to Biology majors.*

Hour: 9:55-11:10 TR

Lab: 1-4 W,R

TING

### **BIOL 310(S) Mechanisms of Nervous System Development and Plasticity**

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 as hard-wired as previously thought. In this course we will discuss the mechanisms governing nervous system development, from relatively simple nervous systems such as that of the roundworm, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences. We will also discuss the similarities and differences between development and regeneration, the extent to which the nervous system is hard-wired, and the controversial idea that degeneration represents "development in reverse."

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on exams, short papers and lab reports.

Prerequisites: Biology 202 and either Biology 205 or Biology 212. *Enrollment limit: 20 (expected: 12). Preference given to Biology majors.*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T

HUTSON

### **BIOL 313 Immunology (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/biol/biol313.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol313.html))

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

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

Prerequisites: Biology 202. *Enrollment limit: 32 (expected: 24). Preference given to junior and then to senior Biology majors.*

Hour: 9:00-9:50 MWF

Lab: 1-4 T,R

BANTA

### **BIOL 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Chemistry 321 and Biochemistry and Molecular Biology 321)**

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes and membrane transport; and the principles of recombinant DNA technologies. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis and chromatography.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Chemistry 202 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 W,R

GEHRING

### **BIOL 322(S) Biochemistry II—Metabolism (Same as Chemistry 322) (Q)**

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams, an oral presentation, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 202 or 155 and 251/255. May be taken concurrently with Chemistry 256. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,R

BANTA

## Biology

### **BIOL 402T(S) Topics in Ecology: Biological Resources (Same as Environmental Studies 404T) (W)**

A tutorial course investigating the patterns and processes in human-dominated ecosystems, especially those that produce food and fiber, process wastes, or provide a context for human activities such as recreation. The course will draw heavily upon the experiences that students have had in other biology courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of biological resource systems, nutrient pools and processing in human-dominated ecosystems. Four field trips will be taken to biological resource sites in the region. These experiences will serve as introductions to readings and the topics of papers to be written by student participants. Each student will write four papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the four papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

Format: tutorial/field trip, one to three hours per week. Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

Prerequisites: Biology 203 or Biology 302 or Environmental Studies 203 or permission of instructor. *Enrollment limit: 10 (expected: 10) Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

*Satisfies the distribution requirement in the Biology major and the Natural World distributional requirement of the Environmental Studies program.*

Hour: 1:10-3:50 W

ART

### **BIOL 409 (formerly 309) Molecular Physiology (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/biol/biol409.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol409.html))

### **BIOL 410(F) Cell Dynamics in Living Systems**

Far from being static entities, individual cells can exhibit dynamic behaviors, sometimes migrating great distances or structurally reorganizing as in the formation—or reformation—of neuronal synapses. The ability of cells to move and reshape underlies a vast array of normal biological processes, including immune function, embryonic development, and memory formation, as well as abnormal processes such as cancer growth and metastasis. It is through precise regulation of polymerization, depolymerization, and contraction of the cellular cytoskeleton that motility is achieved, and we are just beginning to understand the genetic and biophysical bases of how this regulation occurs. Not surprisingly, imprecise regulation of the cytoskeleton can have serious consequences, and several disorders arise from defects in this process. In this course we will review the primary literature covering migration and motility.

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

Prerequisites: Biology 202 and either Biology 205 or Biology 212. *Enrollment limit: 2 sections of 12 (expected: 2 sections of 8 ). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

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

HUTSON

### **BIOL 412 Biochemical Regulatory Mechanisms (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/biol/biol412.html](http://www.williams.edu/Registrar/catalog/depts/biol/biol412.html))

### **BIOL 413(S) Molecular Basis of Biological Clocks**

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

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

Prerequisites: Biology 202. *Enrollment limit: 2 sections of 12 (expected: 2 sections of 12 ). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

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

DEWITT

**BIOL 414(F) 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.

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

Prerequisites: Biology 202. *Enrollment limit: 2 sections of 12 (expected: 2 sections of 8 ). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

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

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**RESEARCH AND THESIS COURSES**

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

NOTE: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major.

**BIOL 297(F), 298(S) Independent Study**

This listing replaces BIOL 397, 398 and BIOL 497, 498. As independent study courses do not count towards the 300-level or 400-level requirement for completion of the major (as do all other 300-level and 400-level courses except the honors thesis), the department decided to list non-honors independent study courses at the 200-level.

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

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year.

**CHEMISTRY (Div. III)**

*Chair; Associate Professor* LEE Y. PARK

Professors: R. CHANG, KAPLAN, LOVETT, PEACOCK-LÓPEZ\*\*, RICHARDSON\*, THOMAN. Associate Professor: L. PARK. Assistant Professors: BINGEMANN, GEHRING, SCHOFIELD, T. SMITH. Visiting Professor: MARKGRAF. Senior Lecturer: A. SKINNER. Part-time Lecturers: MACINTIRE, TRURAN.

**MAJOR**

Through a variety of individual courses and sequential programs, the department provides an opportunity for students to explore the nature and significance of chemistry, an area of important achievement in our quest for knowledge about ourselves and the world around us. The student of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its important results, how these results are expressed, and something of their significance within the fields of science and in the area of human endeavor as a whole.

A major in chemistry can be achieved in several ways, preferably beginning in the student's first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with his or her background in other sciences, interests, and goals. A student's program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

Usually the requirements for the major are fulfilled by completing "Required Courses" and the appropriate number of "Elective Courses." Starting at the 300 level, at least three of the courses taken must have a laboratory component. In addition, the department has a number of "Independent Re-

## Chemistry

search 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.

The Chemistry Department curriculum and major requirements began changing in the fall of the 2001-2002 academic year. As a result, first year students or sophomores who plan to begin a chemistry major, or who simply want to take introductory chemistry courses, should consult the section below entitled “New Curriculum” to make course selections. However, seniors who have already begun a chemistry major are subject to somewhat different requirements and should consult the table on page 110 entitled “Former Curriculum” to make course selections. Questions about meeting major requirements in either curriculum structure should be made directly to the Department Chair.

**NEW CURRICULUM**—(*Applies to any students who had taken their first chemistry courses during Fall 2003 or later.*)

### Required Courses

#### Introductory Level<sup>a</sup>

*First Year:* 151 (or 153 or 155), 156 Concepts of Chemistry, Organic Chemistry: Introductory Level

*Second Year:* 251 (or 255<sup>b</sup>), 256<sup>c</sup> Organic Chemistry: Intermediate Level, Foundations of Physical and Inorganic Chemistry

#### Quantitative Courses<sup>d</sup>

361 Physical Chemistry<sup>e</sup>: Structure and Dynamics

364 Instrumental Methods of Analysis

367<sup>f</sup> Biophysical Chemistry

#### Elective Courses

##### Advanced Level<sup>g</sup>

321 Biochemistry I-Structure and Function of Biological Molecules

322 Biochemistry II-Metabolism

324<sup>f</sup> Enzyme Kinetics and Reaction Mechanisms

332 Materials Science: The Chemistry and Physics of Materials

335 Inorganic/Organometallic Chemistry

341 Toxicology and Cancer

342 Synthetic Organic Chemistry

344 Physical Organic Chemistry

346 Heterocyclic Chemistry

366 Physical Chemistry: Thermodynamics

368 Quantum Chemistry and Molecular Spectroscopy

436T Bioinorganic Chemistry

464T A Theoretical Approach to Biological Phenomena

##### Independent Research Courses

393, 394 Junior Research and Thesis

397, 398 Independent Study, for Juniors

493-W031-494 Senior Research and Thesis

497, 498 Independent Study, for Seniors

<sup>a</sup>Students begin the major in the first year with either Chemistry 151 or 153 (based upon placement test results and consultation with the chair). Students with outstanding performance on the College Board Chemistry Advanced Placement Test or the International Baccalaureate Exam, and having consulted with the chair, may begin the major with Chemistry 155 and will place out of Chemistry 256. The first year is completed with Chemistry 156. In the second year at the introductory level, students take either Chemistry 251 or 255 and Chemistry 256.

<sup>b</sup>Students wishing to pursue a research-based version of the laboratory program in Chemistry 251 may elect 255 after consultation with the chair.

<sup>c</sup>Chemistry 256 is the fourth course in the Department’s Introductory-level sequence. This course is a prerequisite (or co-requisite) for all Quantitative and Advanced-level electives.

<sup>d</sup>To complete the major in Chemistry, students must elect any one of Chemistry 361, 364, 366, or 367. The course elected, in consultation with the chair or major advisor, will depend on the student’s future plans.

<sup>e</sup>Chemistry 361 and 366 are strongly recommended for anyone considering graduate school in chemistry.

<sup>f</sup>Chemistry 367 and 324 are strongly recommended for anyone considering graduate school in biochemistry.

<sup>g</sup>The Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101, 102; Computer Science 134; Mathematics 103, 104, 105; Physics 131, 132; or any courses in these departments for which the approved courses are prerequisites. No more than two advanced-level organic courses may be counted toward completion of the major.

Completion of any one of the advanced-level elective courses will satisfy the College requirement that a student complete a major seminar.

For the purpose of assisting students in selecting a program consistent with their interests, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

**Biochemistry:** Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 341, Chemistry 342, Chemistry 344, Chemistry 367, Chemistry 436T, Chemistry 464T (Students interested in biochemistry should consult with Ms. Gehring, Mr. Kaplan, or Mr. Lovett.)

**Organic Chemistry:** Chemistry 324, Chemistry 341, Chemistry 342, Chemistry 344, Chemistry 346 (Students interested in organic chemistry should consult with Mr. Markgraf, Mr. Richardson, or Mr. Smith.)

**Physical and Inorganic Chemistry:** Chemistry 332, Chemistry 335, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368, Chemistry 436T, Chemistry 464T (Students interested in physical chemistry should consult with Mr. Bingemann, Mr. Chang, Mr. Peacock-López, or Mr. Thoman. Students interested in inorganic chemistry should consult with Ms. Park or Mr. Schofield. Students interested in materials science should consult with Ms. Park.)

The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, medicine, and the medical sciences. The major can also be useful to those whose later professional or business careers may be related to chemical materials or processes. While any accepted route through the major would permit a student to proceed to graduate study in chemistry, three electives should be considered a minimum, and the particular importance of Chemistry 321, 335, 361, 364, and 366 as preparation for advanced study should be noted. In addition, at least a semester of research and courses in computer science are strongly recommended.

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

The department is accredited by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area. Students completing these courses are designated Certified A.C.S. Majors: 151 (153 or 155), 156, 251 (255), 256, 335, 361, 364, 366, 493-494; and at least two courses from 321, 322, 342, 344, 368, BIMO 401.

#### BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology should consult the general statement under Biochemistry and Molecular Biology in the *Courses of Instruction*.

#### MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science program offered jointly with the Physics Department, and should consult the information on page 218 describing this option.

#### THE DEGREE WITH HONORS IN CHEMISTRY

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major listed above:

Chemistry 493-W31-494 *Senior Research and Thesis*

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have a B- average in all chemistry courses or the permission of the chair. At the end of the first semester, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original experimental results, combined with a strong record in all of his or her chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

#### EXCHANGE AND TRANSFER STUDENTS

Students from other institutions wishing to register for courses in chemistry involving college-level prerequisites should do so in person with a member of the Chemistry Department. Registration should

## Chemistry

take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

### COURSES FOR NON-MAJORS WITH NO PREREQUISITES

#### **CHEM 111(F) Fighting Disease: The Evolution and Operation of Human Medicines**

The past decade has seen an explosion in the number of pharmaceuticals available to doctors and their patients. Pills are now available to treat conditions as varied as depression and baldness, and a cure for the common cold is in development. A visit to the doctor now seems incomplete without a prescription. Changes in Food and Drug Administration and health insurance policies combined with the tremendous increase in advertisement of prescription drugs have also placed a larger burden on consumers in deciding which drugs to take, as well as in paying for the medication.

This course focuses on understanding, at a biochemical level, how several drugs work their curative magic as well as how they may lead to undesired side effects. We examine the processes through which drugs are discovered or created and how they are then brought to consumers. Topics range from the discovery of aspirin and the effect of World War II on the discovery of cheap treatments for malaria to advances in protease inhibitors and combination therapies which have dramatically extended the lives of AIDS patients. The main focus of the course is basic concepts in medicinal chemistry and biology which underlie the action of any drug. We also explore the connections between basic research, biotechnology companies, multinational pharmaceutical firms, patent attorneys, regulatory agencies, doctors, and insurers which eventually lead to the availability of a given drug.

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences. Principles in organic chemistry and biochemistry will be developed as needed.

Format: lecture, three hours per week. Evaluation will be based on quizzes, problem sets, class participation, a quiz, a midterm, a final project, and a final exam.

No prerequisites; students who have taken Chemistry 156 are not eligible. *No enrollment limit (expected: 40).*

Hour: 11:00-11:50 MWF

T. SMITH

#### **CHEM 113(S) Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science**

In this course, designed for students who do not plan to major in the natural sciences, we use a case-oriented approach to explore selected topics of forensic science. These include: (1) the scientific and technological foundation for the examination of physical, chemical, and biological items of evidence, and (2) the scope of expert qualifications and testimony, the legal status of scientific techniques, and the admissibility of the results in evidence. The analysis of trace evidence, including glass, soil, gun-powder 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 Lindberg baby kidnapping, the Tylenol poisonings, and the identity of Anastasia.

An interactive laboratory program provides an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence collected at various crime scenes and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, and/or quizzes, hour tests, a final exam, and laboratory performance.

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

Hour: 11:00-11:50 MWF

Lab: 1-5 M,T

KAPLAN

#### **CHEM 115(S) AIDS: The Disease and Search for a Cure**

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now nearly two decades into the AIDS pandemic and the World Health Organization estimates that there are more than 50 million HIV-infected persons worldwide.

After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We discuss the origin, epidemiology and modes of transmission of HIV-1 and HIV-2, and look at how HIV-1 interacts with the human im-



mune system. We also discuss both old and new methods of vaccine development and the prospects for making an effective AIDS vaccine.

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lecture, three hours per week. Evaluation will be based on problem sets, two hour tests, quizzes, and a final exam.

No prerequisites. *No enrollment limit (expected: 50).*

Hour: 11:00-11:50 MWF

LOVETT

**CHEM 119 Chemistry for the Consumer in the Twenty-First Century (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/chem/chem119.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem119.html))

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

How do we 'know' early hominids migrated from Africa to Europe? What's the origin of Grecian pottery glazes? Archaeological studies of human environmental impact include materials as recent as nineteenth century glass, or as ancient as hundred-thousand year old stone tools. Paleoanthropology, the study of early humans, covers materials that are millions of years old. Natural science can answer many questions, not just how old an object is, but also where, how and sometimes why an object was made. These answers in turn tell us about patterns of human development and settlement, and also help us distinguish forgeries from genuine artifacts. Understanding when we do not know an answer is also important. This tutorial will introduce science students to an interesting application, and introduce students from anthropology, art history, or just possessing general curiosity to the methods and limits of 'scientific analysis'. Given the wide scope of this field, students will decide some of the topics. Papers will be thoroughly edited for style, grammar and syntax, as well as the quality of argument. Students will improve their writing by integrating into successive papers the editorial comments they receive and also by editing the writing of their tutorial partners.

Format: tutorial. Evaluation will be based on five 5- to 6-page papers.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Hour: 12:00-12:50 MWF

SKINNER

**COURSES WITH PREREQUISITES**

**CHEM 151(F) Concepts of Chemistry (Q)**

This course provides a general introduction to chemistry for those students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. In addition to presenting an overview of chemical concepts, the course provides the foundation for the further study of organic chemistry, physical chemistry, and biochemistry, and it gives special attention to the principles of qualitative and quantitative analysis.

The principal topics include chemical bonding, molecular structure, stoichiometry, chemical equilibrium, acid-base reactions, oxidation-reduction reactions, solubility equilibria, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, quizzes, one hour test, and a final exam.

Prerequisites: basic proficiency in mathematics as demonstrated in the diagnostic test administered to all first-year students at the beginning of the academic year. In lieu of that, Chemistry 151 may be taken concurrently with Mathematics 100(F) or 101-see under Mathematics. Chemistry 151 or its equivalent is prerequisite to Chemistry 156. Those students with a strong background in chemistry from high school are encouraged to consider Chemistry 153 or 155. *No enrollment limit (expected: 120).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R,F; 8-12 T

LOVETT

**CHEM 153(F) Concepts of Chemistry: Advanced Section (Q)**

This course parallels Chemistry 151 and provides a foundation in chemistry for those students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. It is designed for those students with sound preparation in secondary school chemistry and to provide the foundation for further study of organic (Chemistry 156) or physical/inorganic (Chemistry 256) chemistry. Principal topics include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies.

Laboratory work includes synthesis, characterization (using instrumental methods such as electrochemical and spectroscopic techniques), and molecular modeling.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final

## Chemistry

exam.

Prerequisites: placement exam and permission of instructor are required. *No enrollment limit (expected: 28).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T

BINGEMANN

### **CHEM 155(F) Current Topics in Chemistry (Q)**

This course provides a foundation in chemistry for those students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. This course is designed for those students with strong preparation in secondary school chemistry and will focus on topics in physical and inorganic chemistry and their practical applications, providing a foundation for advanced study in these areas. Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry.

Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, and molecular modeling.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of instructor. *No enrollment limit (expected: 12).*

Hour: 8:00-8:50 MWF

Lab: 1-5 W,R

R. CHANG and L. PARK

### **CHEM 156(S) Organic Chemistry: Introductory Level (Q)**

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three hour exams, and a final exam.

Prerequisites: Chemistry 151 or 153 or 155 or placement exam or permission of instructor. *No enrollment limit (expected: 120).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R,F; 8-12 R

T. SMITH

### **CHEM 251(F) Organic Chemistry: Intermediate Level**

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

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, problem sets, laboratory performance, including written lab reports, and a final exam.

Prerequisites: Chemistry 156 or permission of instructor. *No enrollment limit (expected: 100).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R; 8-12 T

MARKGRAF

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

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

The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of related experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for helping to plan the

course of their laboratory work based upon discussions with the instructor of the previous week's experimental results. Students are drawn from Chemistry 156 with placement based upon student selection and nomination by the Chemistry 156 instructor. Participants attend their regular Chemistry 251 lecture but attend the special laboratory section instead of a Chemistry 251 laboratory section. Format: lecture, three hours per week; laboratory, four hours per week; weekly one-hour discussion. Evaluation will be based on the requirements for the Chemistry 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions. *Enrollment limit: 12 (expected: 12). Preference given to sophomores. Permission of instructor is required.*

This course was developed under a grant from the Ford Foundation.

Hour: 10:00-10:50 MWF

Lab: 1-5 R

SCHOFIELD

### **CHEM 256(S) Introduction to Physical and Inorganic Chemistry**

This course treats topics in physical and inorganic chemistry, building on the themes of structure, bonding, and reactivity established in organic chemistry. As the final course in our introductory curriculum, Chemistry 256 completes the foundation required for the study of chemistry at the advanced level. Topics include chemical thermodynamics, kinetics, nuclear chemistry, electrochemistry, structure and bonding, and coordination chemistry. Laboratory work includes the synthesis, characterization, and reactivity studies of coordination complexes, kinetic, electrochemical, and spectroscopic analysis.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on homework assignments, laboratory work, hour tests, and a final exam.

Prerequisites: Chemistry 251/255, or permission of instructor. *No enrollment limit (expected: 80).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R; 8-12 T

SCHOFIELD

### **CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Biochemistry and Molecular Biology 321)**

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Chemistry 251 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 W,R

GEHRING

### **CHEM 322(S) Biochemistry II—Metabolism (Same as Biology 322) (Q)**

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams, a paper, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 202 or 155 and 251/255. May be taken concurrently with Chemistry 256. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,R

BANTA

### **CHEM 324(S) Enzyme Kinetics and Reaction Mechanisms**

Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity and specificity. The study of enzymatically-catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining mechanisms of enzymatic reactions. These methods are based on a firm foundation of chemical kinetics and organic reaction mechanisms. The first portion of the course is devoted to enzyme kinetics and catalysis including discussions of transition state theory, structure-reactivity relationships, Michaelis-Menten parameters, pH-

## Chemistry

dependence of catalysis, and methods for measuring rate constants. As the course progresses, the concepts of mechanism and its elucidation is applied to specific enzymatic processes as we discuss reaction intermediates and stereochemistry of enzymatic reactions. Our discussions of modern methods include the use of altered reactants, including mechanism-based inactivators and genetically modified enzymes as tools for probing enzymatic reactions.

Format: lecture, three hours per week. Evaluation will be based on problem sets, quizzes, a midterm exam, a paper, and a final exam.

Prerequisites: Chemistry 156, 251 and BIMO 321 or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

GEHRING

### **CHEM 332(S) Materials Science: The Chemistry and Physics of Materials (Same as Physics 332) (Q)**

Materials Science is a broad study of the physical properties of substances, such as hardness, elasticity, electrical conductivity, and optical properties. This course investigates the relationship between microscopic structure and macroscopic properties of polymers (plastics, elastomers, liquid crystals), electronic materials (semiconductors, conducting polymers, and superconductors) and solids (metals, magnets, ceramics, minerals, and glasses). We approach these topics from both physical and chemical perspectives, reflecting the interdisciplinary nature of the field. For instance, we explore how the underlying structure of materials arises from quantum mechanics and how temperature determines collective response properties such as elasticity or conductivity. This course also studies the design of new materials and their synthesis at the molecular level.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, reviews of research articles, a midterm exam, a final exam, and a final paper, all of which have a significant quantitative component.

Prerequisites: one year of introductory Chemistry (151 or 153 or 155 and 156), one year of introductory Physics (131,132 or 141,142), and one 200-level course in either Chemistry or Physics; or permission of instructors. *No enrollment limit (expected: 20).*

Hour: 8:30-9:45 TR

AALBERTS and L. PARK

### **CHEM 335(F) Inorganic/Organometallic Chemistry**

This course is designed for the student interested in the fundamentals of inorganic and organometallic chemistry. It begins with a review of bonding theory, with an introduction to the symmetry-based approach to molecular orbitals. Next, transition-metal coordination and organometallic compounds are examined, focusing on bonding, reaction mechanisms and spectroscopy; applications of these compounds in catalytic processes and organic synthesis are discussed. Some discussion of main-group chemistry and complexes is also included. Laboratory work includes the synthesis and spectroscopic characterization of a variety of inorganic materials, and will incorporate techniques involved in the preparation and handling of air-sensitive compounds.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, two hour exams, and a final exam.

Prerequisites: Chemistry 202 or 155 and 251/255 or 251/255 and 256. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

Lab: 1-5 T

SCHOFIELD

### **CHEM 341 Toxicology and Cancer (Same as Environmental Studies 341) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/chem/chem341.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem341.html))

### **CHEM 342 Synthetic Organic Chemistry (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/chem/chem342.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem342.html))

### **CHEM 344 Physical Organic Chemistry (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/chem/chem344.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem344.html))

### **CHEM 346(S) Heterocyclic Chemistry**

More than half of all naturally-occurring compounds incorporate heterocyclic rings in their structures. Included in this category are alkaloids, antibiotics, coenzymes, nucleic acids, most drugs, some vitamins, inter alia. This course presents the organic chemistry of aromatic, heterocyclic compounds containing N, O, and/or S atoms. The focus is on the structures, properties, preparations, and reactivities of five- and six-membered ring systems. Each week a different heterocyclic system is studied: on Thursdays the instructor presents the lectures and on Tuesdays two students each present 30-minute lectures. The maximum number of such presentations per student during the semester is four. Laboratory sessions involve original research projects as team endeavors. At the end of the semester each student selects a recent total synthesis of a biologically-active natural product containing heterocyclic unit(s) and analyzes the strategies and reactions in a term paper.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on class presentations, problem sets, two hour tests, laboratory work, and a term paper.

Prerequisites: Chemistry 155 and 251/255. May be taken concurrently with Chemistry 256. *No enrollment limit (expected: 8).*

Hour: 9:55-11:10 TR

Lab: 1-5 W

MARKGRAF

### **CHEM 361(F) Physical Chemistry: Structure and Dynamics**

This course integrates a number of physical chemistry topics. An introduction to quantum mechanics provides students with the basis for understanding molecular structure. Statistical mechanics is then used to demonstrate the formal and quantitative link between the properties of single molecules and the thermodynamic and kinetic behavior of macroscopic collections of molecules. Rate laws, enzyme kinetics, and transport properties are discussed. Applications of these principles are chosen from a variety of areas, including polymer chemistry, biochemistry, photochemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, two hour tests, and a final exam.

Prerequisites: Chemistry 301, Chemistry 155, or Chemistry 256. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

Lab: 1-5 W

THOMAN

### **CHEM 364(S) Instrumental Methods of Analysis (Same as Environmental Studies 364)**

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Experimental methods, including absorption and emission spectroscopy in the x-ray, ultraviolet, visible, infrared, microwave, and radio frequency regions, chromatography, electrochemistry, mass spectrometry, magnetic resonance, and thermal methods are discussed, with examples drawn from the current literature. The analytical chemical techniques developed in this course are useful in a wide variety of scientific areas. The course also covers new developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, and an independent project.

Prerequisites: Chemistry 202, or Chemistry 155 and 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *No enrollment limit (expected: 15).*

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

Hour: 11:00-11:50 MWF

Lab: 1-5 W,R

L. PARK and THOMAN

### **CHEM 366(S) Physical Chemistry: Thermodynamics**

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature (and absolute zero), heat, work, and chemical potential within the framework of classical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, and environmental science.

Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, and an independent project.

Prerequisites: Chemistry 155 or 256, a basic knowledge of applied integral and differential calculus such as provided by Mathematics 104, 105, and some basic mechanics such as provided by Physics 131 or 141. *No enrollment limit (expected: 20).*

Hour: 8:30-9:45 TR

Lab: 1-5 M,R

BINGEMANN

### **CHEM 367(F) Biophysical Chemistry**

This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are presented from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function including spectroscopic, hydrodynamic, electrophoretic, and chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets and/or quizzes, laboratory work, two hour tests, and a final exam.

Prerequisites: Chemistry 202 or 256, or Chemistry 155 and 251/255, and Mathematics 104 or equivalent. *No enrollment limit (expected: 12).*

Hour: 8:30-9:45 TR

Lab: 1-5 T

KAPLAN

### **CHEM 368(S) Quantum Chemistry and Molecular Spectroscopy**

This course provides an introduction to the basic principles of quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular

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spectroscopy. Emphasis is placed upon developing an understanding of the quantum mechanical basis for classical chemical concepts and introducing students to current research applications. The laboratory provides an opportunity to utilize quantum mechanics in the interpretation of optical and magnetic resonance spectroscopy measured on the modern instruments available in the department. Several seminar sessions give the student direct experience with computational techniques in modern quantum chemistry. Computer experience is desirable.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, an hour test, and a final exam.

Prerequisites: Chemistry 301 or 366, 302 or 361 *or* equivalent background in Physics. *No enrollment limit (expected: 5).*

Hour: 1:10-3:50 W

Lab: 1-5 T

PEACOCK-LÓPEZ

### **CHEM 436T Bioinorganic Chemistry (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/chem/chem436.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem436.html))

### **CHEM 464T A Theoretical Approach to Biological Phenomena (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/chem/chem464.html](http://www.williams.edu/Registrar/catalog/depts/chem/chem464.html))

## RESEARCH AND THESIS COURSES

### **CHEM 393(F), 394(S) Junior Research and Thesis**

### **CHEM 493(F)-W031-494(S) Senior Research and Thesis**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis. Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

### **CHEM 397(F), 398(S) Independent Study, for Juniors**

### **CHEM 497(F), 498(S) Independent Study, for Seniors**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

## **FORMER CURRICULUM—(Applies to the Class of 2004.)**

### *Required Courses*

#### *Introductory Level<sup>a</sup>*

101, 102/106 (or 103-104/108) Concepts of Chemistry

#### *Intermediate Level<sup>b</sup>*

201-202 Organic Chemistry

*and either*

301, 302<sup>c</sup> Physical Chemistry: Thermodynamics, Structure and Dynamics

*or*

301, 310<sup>d</sup> Physical Chemistry: Thermodynamics, Enzyme Kinetics and Reaction Mechanisms

*or*

306 Physical Chemistry: A Biochemical Approach

### *Elective Courses*

#### *Advanced Level<sup>e</sup>*

303 Synthetic Organic Chemistry

304 Instrumental Methods of Analysis

305 Inorganic/Organometallic Chemistry

308 Toxicology and Cancer

310 Enzyme Kinetics and Reaction Mechanisms

311 Physical Organic Chemistry

314T A Theoretical Approach to Biological Phenomena

316T Bioinorganic Chemistry

318 Materials Science: The Chemistry and Physics of Materials

321 Biochemistry I—Structure and Function of Biological Molecules

322 Biochemistry II—Metabolism

401 Quantum Chemistry and Molecular Spectroscopy

### *Independent Research Courses*

393, 394 Junior Research and Thesis

397, 398 Independent Study, for Juniors

493-W031-494 Senior Research and Thesis

497, 498 Independent Study, for Seniors

<sup>a</sup>Based on an outstanding performance on the College Board Chemistry Advanced Placement Test, and having consulted with the chair, a first-year student may gain credit toward the major for 101, 102 and elect Chemistry 201-202 or 301, 302 directly.

<sup>b</sup>While the organic chemistry courses are normally elected before the physical chemistry courses, the order may be reversed. The organic chemistry courses and the physical chemistry courses may also be elected concurrently.

<sup>c</sup>Chemistry 301 is a prerequisite for Chemistry 302. Chemistry 301, 302 are strongly recommended for anyone considering graduate study in chemistry.

<sup>d</sup>Chemistry 301, 310 are strongly recommended for anyone considering graduate study in biochemistry.

<sup>e</sup>The Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101, 102; Computer Science 134; Mathematics 103, 104, 105; Physics 131, 132; or any courses in these departments for which the approved courses are prerequisites. No more than two advanced-level organic courses may be counted toward completion of the major.

Completion of any one of the *advanced-level* elective courses will satisfy the College requirement that a student complete a major seminar.

For the purpose of assisting students in selecting a program consistent with their interests, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

Biochemistry: Chemistry 303, Chemistry 308, Chemistry 310, Chemistry 311, Chemistry 314T, Chemistry 321, Chemistry 322 (Students interested in biochemistry should consult with Ms. Gehring, Mr. Kaplan, or Mr. Lovett.)

Organic Chemistry: Chemistry 303, Chemistry 310, Chemistry 311, Chemistry 312T (Students interested in organic chemistry should consult with Mr. Markgraf, Mr. Richardson, or Mr. Smith.)

Physical and Inorganic Chemistry: Chemistry 304, Chemistry 305, Chemistry 314T, Chemistry 316T, Chemistry 318, Chemistry 401 (Students interested in physical chemistry should consult with Mr. Bingemann, Mr. Chang, Mr. Peacock-López, or Mr. Thoman. Students interested in inorganic chemistry should consult with Ms. Park or Mr. Schofield. Students interested in materials science should consult with Ms. Park.)

The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, medicine, and the medical sciences. The major can also be useful to those whose later professional or business careers may be related to chemical materials or processes. While any accepted route through the major would permit a student to proceed to graduate study in chemistry, three electives should be considered a minimum, and the particular importance of Chemistry 301, 302, 304, 305, and 321 as preparation for advanced study should be noted. In addition, at least a semester of research and courses in computer science are strongly recommended.

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

The department is accredited by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area. Students completing these courses are designated Certified A.C.S. Majors: 101, 102 (103-104), 201-202, 301, 302, 304, 305, 493-494; and at least two courses from 303, 311, 321, 322, 401, BIMO 401.

#### BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology should consult the general statement under Biochemistry and Molecular Biology in the Courses of Instruction.

#### MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science program offered jointly with the Physics Department, and should consult the information on page 218 describing this option.

#### THE DEGREE WITH HONORS IN CHEMISTRY

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major listed above:

## Chemistry

### Chemistry 493-W31-494 *Senior Research and Thesis.*

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have a B- average in all chemistry courses or the permission of the chair. At the end of the first semester, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original experimental results, combined with a strong record in all of his or her chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

### EXCHANGE AND TRANSFER STUDENTS

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

### COURSES FOR NON-MAJORS WITH NO PREREQUISITES

**CHEM 111(F) Fighting Disease: The Evolution and Operation of Human Medicines** (See under "New Curriculum" for full description.)

**CHEM 113(S) Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science** (See under "New Curriculum" for full description.)

**CHEM 115(S) AIDS: The Disease and Search for a Cure** (See under "New Curriculum" for full description.)

**CHEM 119 Chemistry for the Consumer in the Twenty-First Century** (See under "New Curriculum" for full description.) (*Not offered 2003-2004*)

**CHEM 262T(S) Applying the Scientific Method to Archaeology and Paleoanthropology (W)** (See under "New Curriculum" for full description.)

### COURSES WITH PREREQUISITES

**CHEM 301(S) Physical Chemistry: Thermodynamics** (See Chemistry 366 under "New Curriculum" for full description.)

**CHEM 302(F) Physical Chemistry: Structure and Dynamics** (See Chemistry 361 under "New Curriculum" for full description.)

**CHEM 303 Synthetic Organic Chemistry** (See Chemistry 342 under "New Curriculum" for full description.) (*Not offered 2003-2004*)

**CHEM 304(S) Instrumental Methods of Analysis** (See Chemistry 364 under "New Curriculum" for full description.)

**CHEM 305(F) Inorganic/Organometallic Chemistry** (See Chemistry 335 under "New Curriculum" for full description.)

**CHEM 306(F) Biophysical Chemistry** (See Chemistry 367 under "New Curriculum" for full description.)

**CHEM 308 Toxicology and Cancer** (See Chemistry 341 under "New Curriculum" for full description.) (*Not offered 2003-2004*)

**CHEM 310(S) Enzyme Kinetics and Reaction Mechanisms** (See Chemistry 324 under "New Curriculum" for full description.)

**CHEM 311 Physical Organic Chemistry** (See Chemistry 344 under "New Curriculum" for full description.)

**CHEM 314T A Theoretical Approach to Biological Phenomena** (See Chemistry 464T under "New Curriculum" for full description.) (*Not offered 2003-2004*)

**CHEM 316T Bioinorganic Chemistry** (See Chemistry 436T under "New Curriculum" for full description.) (*Not offered 2003-2004*)

**CHEM 318(S) Materials Science: The Chemistry and Physics of Materials (Q)** (See Chemistry 332 under "New Curriculum" for full description.)

**CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules** (See under "New Curriculum" for full description.)



**CHEM 322(S) Biochemistry II—Metabolism** (See under “New Curriculum” for full description.)  
**CHEM 346(S) Heterocyclic Chemistry** (See under “New Curriculum” for full description.)  
**CHEM 401(S) Quantum Chemistry and Molecular Spectroscopy** (See Chemistry 368 under “New Curriculum” for full description.)

RESEARCH AND THESIS COURSES

**CHEM 393(F), 394(S) Junior Research and Thesis**  
**CHEM 493(F)-W031-494(S) Senior Research and Thesis** (See under “New Curriculum” for full description.)  
**CHEM 397(F), 398(S) Independent Study, for Juniors**  
**CHEM 497(F), 498(S) Independent Study, for Seniors** (See under “New Curriculum” for full description.)

**CLASSICS (Div. I)**

*Chair, Professor MEREDITH C. HOPPIN*

Professors: CHRISTENSEN, HOPPIN. Associate Professor: KRAUS\*\*\*. Harry C. Payne Visiting Professor of Liberal Arts: PORTER. Assistant Professor: PANOUSI\*. Visiting Assistant Professor: MANOLARAKI.

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives: art, archaeology, philosophy, religion, and especially literature and history. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; the 400-level language courses explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both introductory surveys and opportunities for more specialized study of the ancient Greco-Roman world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments which would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: *Classics* and *Classical Civilization*.

*Classics*: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments.

*Classical Civilization*: (1) Either Classics 101 or 102, and either Classics 222 or 223; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments. (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level. (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy.

In addition to the courses in *Classical Civilization*, appropriate courses from other departments or from approved study abroad programs may be elected for the major. Examples of such courses, which may vary from year to year, are ArtH 412 (*Monsters and Narrative: Greek Architectural Sculpture*), Political Science/Philosophy 231 (*Ancient Political Thought*), and appropriate courses at the Intercollegiate Center for Classical Studies in Rome or at another approved overseas program.

*Senior Colloquium*: In lieu of a semester-long major seminar, majors will participate in the Senior Colloquium, a student-faculty discussion group that meets twice each semester during the senior year. The meetings focus on critical readings in Classics, often in conjunction with a guest lecturer's visit.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally present a thesis or pursue appropriate independent study in the fall and winter study of their senior year. This thesis or

## Classics

independent study offers students an opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

*Language Courses:* The numbering of these courses through the 200 level reflects the prerequisites involved; the only prerequisite for any 400-level course is Greek 201 or Latin 202, or equivalent language preparation. The numbering of the 400-level courses partially reflects the order in which they are offered over a two-year period for Greek and a three-year period for Latin. It also indicates a good order in which to take the 400-level courses but not an essential order, and individual students may enter the sequence at any point. While not every student will take every course, the rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies.

*Classical Civilization Courses:* The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of the translation courses do not assume prior experience in Classics or a cross-listed field.

## CLASSICAL CIVILIZATION

### CLAS 101(F) Greek Literature (Same as Comparative Literature 107)

From the Homeric epics of the eighth century to the tragedies of fifth century Athens, the literature of the archaic and classical Greek world was produced by and for a "performance society" in which genres like epic and lyric, iambics and elegy, victory odes for athletes and hymns for the gods, comedy and tragedy, history and oratory and even philosophy, all developed out of the numerous and varied occasions at which both poetry (usually accompanied by music and very often by dance) and prose were performed. As we read in translation Homer's *Iliad* and *Odyssey*, Hesiod's *Theogony* and *Works and Days*, several Homeric Hymns, selections from poets like Archilochus, Sappho, Solon and Pindar, tragedies by Aeschylus, Sophocles and Euripides, comedies by Aristophanes, brief selections from the histories of Herodotus and Thucydides, and perhaps a Platonic dialogue, we will attend to the performance contexts in which these works were first produced, from the small drinking party to large festivals, and to the different kinds of audience each "genre" presupposes and, indeed, implicitly constructs. Our chief aim in doing so will be to enrich our readings of individual texts and to provide a framework for exploring some of the issues that persist in a literature produced over four turbulent centuries of social and political change, for example: the godlike in humans and yet our human limitations, particularly our mortality; whether the family and community that survive us or the "fame" of poetry can provide adequate compensation for individuals' mortality; gender constructions and their relation to "genres"; changing conceptions of community and of the individual's and family's relation to it as various types of polis ("city-state") develop.

Format: lecture/discussion. Evaluation will be based on short response papers, two or three 5- to 7-page papers, and a final exam.

No prerequisites. Enrollment limit: 40 (expected: 25-30). Preference given to first-year students and sophomores.

Hour: 11:20-12:35 TR

HOPPIN

### CLAS 102 Roman Literature (Same as Comparative Literature 108) (Not offered 2003-2004; to be offered 2004-2005)

(See online: [www.williams.edu/Registrar/catalog/depts/clas/clas102.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas102.html))

PANOUSI

### CLAS 103(S) Greek and Roman Drama: Renewal and Transformation (Same as Comparative Literature 109 and Theatre 311)

The reading list for this course includes many of the major tragedies of Aeschylus, Sophocles, and Euripides, at least two comedies of Aristophanes, and probably an example or two of New Comedy (Menander, Plautus, or Terence). But it includes also a number of contemporary plays based on ancient myth or ancient models (Anouilh's *Eurydice* and *Antigone*; Cocteau's *Œdipe*, Sartre's *The Flies*, Williams' *Orpheus Descending*, Eliot's *Family Reunion*, etc.) as well as Homer's *Odyssey* and a few other readings, both ancient and modern, from outside drama. Though we shall read the ancient plays closely, our specific focus will be less on drama per se than on themes of transformation and renewal as they occur in myth, cult, drama, and other literature of all periods. In keeping with this theme, students will be encouraged not only to develop critical and analytic sophistication in dealing with these various materials but also to create their own transformations of ancient myth and ancient models, in whatever medium they choose.

## Classics

Format: lecture/discussion. Evaluation will be based on contributions to class discussion, a 5- to 10-page paper, a creative project, and a mid-term and final exam. Students taking the course as Theater 311 will be expected to undertake an additional project, to be determined in consultation with the instructor. In the past, students have frequently chosen to prepare some sort of dramatic performance for the class (e.g., one of the works we have read, or an original work by the students themselves, etc.). No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to first-year students and sophomores; and to Classics, Comparative Literature, and Theatre majors.*  
 Hour: 11:20-12:35 TR

PORTER

**CLAS 205(S) Socrates (Same as Philosophy 205) (W)**  
 (See under Philosophy for full description.)

**CLAS 207 Biblical Interpretation in Classical Antiquity (Same as Comparative Literature 207 and Religion 207) (Not offered 2003-2004; to be offered 2004-2005)**  
 (See online: [www.williams.edu/Registrar/catalog/depts/clas/clas207.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas207.html)) KRAUS

**CLAS 208 The Hellenistic World and the Emergence of Rabbinic Judaism (Same as Religion 208) (Not offered 2003-2004)**  
 (See online: [www.williams.edu/Registrar/catalog/depts/clas/clas208.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas208.html)) KRAUS

**CLAS 210(S) Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Religion 210) (W)**  
 (See under Religion for full description.)

**CLAS 213 Greek Art and Myth (Same as ArtH 213) (Not offered 2003-2004)**  
 (See under Art—ArtH for full description.)

**CLAS 216(F) Body of Evidence: Greek Sculpture and the Human Figure (Same as ArtH 216)**  
 (See under Art—ArtH for full description.)

**CLAS 218(F) Jerusalem: Myth, History and Theology (300 B.C.E-400) (Same as Religion 209 and History 302)**  
 (See under History for full description.)

**CLAS 221 Greek Philosophy (Same as Philosophy 221) (Not offered 2003-2004)**  
 (See under Philosophy for full description.)

**CLAS 222 (formerly 216) Greek History (Same as History 222) (Not offered 2003-2004; to be offered 2004-2005)**  
 (See under History for full description.)

**CLAS 223(F) (formerly 218) Roman History (Same as History 223)**  
 (See under History for full description.)

**CLAS 239 Women in Greece and Rome (Same as History 322) (Not offered 2003-2004)**  
 (See online: [www.williams.edu/Registrar/catalog/depts/clas/clas239.html](http://www.williams.edu/Registrar/catalog/depts/clas/clas239.html)) KRAUS

**CLAS 274 Women's Religious Experiences in the Ancient Mediterranean World (Same as Religion 274) (Not offered 2003-2004)**  
 (See under Religion for full description.)

**CLAS 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Leadership Studies 323) (W)**  
 (See under History for full description.)

**CLAS 333(S) Aristotle's Ethics (Same as Philosophy 333)**  
 (See under Philosophy for full description.)

**CLAS 357(F) Aristotle (Same as Philosophy 357)**  
 (See under Philosophy for full description.)

## GREEK

**CLGR 101(F)-102(S) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually by Xenophon and Euripides).

This course is designed for students who are beginning Greek or have studied less than two years of Greek in secondary school. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Greek may want to enroll in CLGR 102 only. (Consult the department.)*

## Classics

Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, and a final exam.

*Enrollment limit: 15 (expected: 8-10).*

Hour: 11:00-12:15 MWF

8:30-9:45 MWF

First Semester: PORTER

Second Semester: HOPPIN

### **CLGR 201(F) Intermediate Greek**

Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

Format: recitation/discussion. Evaluation will be based on classroom participation, quizzes, tests, and a final exam.

Prerequisites: Greek 101-102 *or* two years of Greek in secondary school. *Enrollment limit: 12 (expected: 5-10).*

Hour: 8:30-9:45 TR

HOPPIN

### **CLGR 402(S) Homer: *The Odyssey***

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* simultaneously influenced and reflected Greek conceptions of community, leadership, war, heroism, family, loyalty, the gods, justice, and much more. And nearly all of subsequent Greek literature, both poetry and prose, developed in varying degrees of dialogue with these early epic texts. In this course we will explore Homeric values, narrative style, language, and effect by reading extensive selections from the *Odyssey* in Greek, and the entire epic in translation.

Format: recitation/discussion. Evaluation will be based on class participation, oral reports, a paper or papers, perhaps a midterm, and a final exam.

Prerequisites: Greek 201 *or* permission of instructor. Greek 402 is offered alternately as a course on the *Iliad* and the *Odyssey*. Students who have taken Greek 402 on the *Iliad* may elect this course as well. *Enrollment limit: 12 (expected: 5-10).*

Hour: 2:35-3:50 TR

PORTER

### **CLGR 403(F) Poetry and Revolution in Archaic Greece**

The age of experiment, of lyric, of tyranny, of migration and discovery, of the personal voice: it takes many images to describe the profound changes in Greek society, thought, and self-expression during the archaic era (roughly 800 to the Persian invasion of 479). 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 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 some selections. Confident in the ability of the human mind to understand both the human and the physical world, the pre-Socratics anticipated what came to be known as philosophy and natural science. We will then turn to other writers who spoke directly about the political upheavals of the archaic age, focussing on the "tyrant narratives" of Herodotus. Throughout the semester we will also consider such significant material changes in the archaic era as the development of monumental public sculpture, the evolution of the temple, and the undertaking of vast building programs, all of which transformed the visual scale of the Greek cities and their citizens' sense of self and community.

Format: recitation/discussion. Evaluation will be based on daily translations and contributions to class discussion, several translation quizzes, an oral presentation, a final paper, and a final exam.

Prerequisites: Greek 201 *or* permission of instructor. *Enrollment limit: 12 (expected: 5-6).*

Hour: 9:55-11:10 TR

CHRISTENSEN

### **CLGR 404 Greek Tragedy (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/clgr/clgr404.html](http://www.williams.edu/Registrar/catalog/depts/clgr/clgr404.html))

### **CLGR 405 The Greek Historians: Herodotus (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/clgr/clgr405.html](http://www.williams.edu/Registrar/catalog/depts/clgr/clgr405.html))

### **CLGR 406T Coming of Age in the Polis (Same as Women's and Gender Studies 406T) (*Not offered 2003-2004; to be offered 2004-2005*) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/clgr/clgr406.html](http://www.williams.edu/Registrar/catalog/depts/clgr/clgr406.html))

HOPPIN

### **CLGR 407 The Sophists (*Not offered 2003-2004; to be offered 2004-2005*)**

(See online: [www.williams.edu/Registrar/catalog/depts/clgr/clgr407.html](http://www.williams.edu/Registrar/catalog/depts/clgr/clgr407.html))

PORTER

## LATIN

**CLLA 101(F)-102(S) Introduction to Latin**

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (including Vergil's *Aeneid* and some Medieval Latin poetry, e.g., the *Carmina Burana*) and from Latin prose (e.g., Pliny's Letters and/or the Vulgate Bible). This course is designed for the student with no previous preparation in Latin or who has had only a little Latin and wishes a refresher. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Latin may want to enroll in CLLA 102 only: consult the department.* Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam.

*Enrollment limit: 18 (expected: 10-12).*

Hour: 9:00-9:50 MWF

10:00-10:50 MWF

First Semester: MANOLARAKI

Second Semester: CHRISTENSEN

**CLLA 201(F) Intermediate Latin I: The Late Republic**

Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Format: recitation/discussion. Evaluation will be based on classroom performance, quizzes, a mid-term, and a final exam. Occasional oral presentations or short essays may be required as well.

Prerequisites: Latin 101-102 or 3-4 years of Latin in secondary school: consult the department. *Enrollment limit: 12 (expected: 6-10).*

Hour: 1:10-2:25 TF

KRAUS

**CLLA 202(S) Intermediate Latin II: The Early Empire**

Like Latin 201, this course pairs poetry and prose and aims to develop students' fluency in reading Latin while acquainting them with a vitally important period in Roman history. More than Latin 201, however, this course attends to the development of students' analytic and interpretive skills. We will read selections from Ovid's *Metamorphoses* and from such early imperial prose as Livy's account of the early republic or Petronius' *Satyricon*.

Format: recitation/discussion. Evaluation will be based on preparation for each class, classroom performance, quizzes, a midterm and a final exam. Several oral presentations and short essays may be required as well.

Prerequisites: Latin 201 or permission of instructor; some first-year students may be advised to enroll in Latin 202 rather than Latin 201: consult the department. *Enrollment limit: 12 (expected: 6-10).*

Hour: 9:55-11:10 TR

MANOLARAKI

**CLLA 402(F) History and Memory in Late Republican Rome**

While we today consider Rome of the Late Republic "ancient," the Romans of this period conceived of themselves as a "modern" society and engaged in complex negotiations with their own "ancient history," struggling to refashion accounts of Rome's past in terms of contemporary conditions and ambitions. In this course we will read selections from various genres—from theoretical texts like Cicero's *de oratore*, histories like Sallust's *de catilina*, Cicero's forensic speeches and the letters he exchanged with men like Caesar and Pompey—in order to examine the dynamic tensions in the discourse of historical memory in the Late Republic. These writers, most of them also towering public figures, sometimes manipulated their accounts of Rome's past merely to promote their immediate agendas. But they also explored, in various ways and with visions for Rome which exceed those agendas, both the constraints and the liberating potential of the Roman past. While examining historical memory as variously registered in these texts, students will be encouraged to ponder how, and to what ends, we today engage in constructing our own collective past(s).

Format: recitation/discussion. Evaluation will be based on class participation, at least one presentation to the class, a mid-term, a ten-page paper and a final exam.

Prerequisites: Latin 202 or permission of instructor. Students who took the previous version of Latin 402 may enroll in this course. *Enrollment limit: 12 (expected: 6-10).*

Hour: 2:35-3:50 MR

MANOLARAKI

**CLLA 403 Roman Love Elegy (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/clla/clla403.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla403.html))

**CLLA 404 Vergil's Aeneid (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/clla/clla404.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla404.html))

MANOLARAKI

**CLLA 405 The Roman Historians: Livy and Tacitus (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/clla/clla405.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla405.html))

## Classics, Cognitive Science

### CLLA 406(S) Horace Odes 1-3

Nietzsche claimed that he never had an artistic delight comparable to his experience of reading a Horatian ode. Through close readings of selected odes in Books 1-3 we will seek to experience such delight for ourselves and to learn why, as Nietzsche put it, "what is here achieved is in certain languages not even to be hoped for." We will examine the relation between poetic landscapes, poetic programs and the poetry's exploration of subjects like love, friendship, youth and old age, death, politics, private morality; the poet's capacity to define himself by offering his own account of poetic traditions and his place in them; the variety of voices and perspectives within individual poems and throughout the collection; the demands thereby placed on the poet's audience and the power of the poetry to transform an audience equal to those demands. It is in terms of this transformational power of poetry that we will consider Horace's relationship to his contemporaries, particularly Vergil, his patron Maecenas, and Augustus.

Evaluation will be based on contributions in the classroom, two 2- to 3-page papers (translation with comments), a short memorization assignment, a final paper, and a final exam.

Prerequisites: Latin 202 or permission of instructor.

Hour: 1:10-2:25 TF

HOPPIN

### CLLA 407 The Rhetoric of Cruelty (Not offered 2003-2004; to be offered 2004-2005)

(See online: [www.williams.edu/Registrar/catalog/depts/clla/clla407.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla407.html))

PANOUSI

### CLLA 408 Myth and Biography in Later Latin Literature (Not offered 2003-2004; to be offered 2005-2006)

(See online: [www.williams.edu/Registrar/catalog/depts/clla/clla408.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla408.html))

KRAUS

### CLLA 409 Satire (Not offered 2003-2004)

(See online: [www.williams.edu/Registrar/catalog/depts/clla/clla409.html](http://www.williams.edu/Registrar/catalog/depts/clla/clla409.html))

KRAUS

## CLASSICS

### CLAS 493(F)-W031, W031-494(S) Senior Thesis

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

### CLAS 497(F), 498(S) Independent Study

Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

## COGNITIVE SCIENCE (Div. II)

Chair, Associate Professor KRIS N. KIRBY

*Advisory Committee:* Professors: GERRARD, H. WILLIAMS. Associate Professors: DANY-LUK\*\*, KIRBY. Assistant Professors: CRUZ\*, ZAKI.

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science is broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

### THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior research project.

*Minds, Brains, and Intelligent Behavior* (COGS 222) is the entry-point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will conduct interdisciplinary *Research in Cognitive Science* (COGS 493), supervised by members of the advisory committee from at least two departments.

### REQUIRED COURSES

Cognitive Science 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science  
Cognitive Science 493 Research in Cognitive Science

## *Cognitive Science, Comparative Literature*

### ELECTIVES

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

Computer Science 108 Artificial Intelligence: Image and Reality  
Computer Science 361 Theory of Computation  
Computer Science 373 Artificial Intelligence  
Linguistics 101 Introduction to Linguistics  
Mathematics 360 Mathematical Logic  
Neuroscience 201 Introduction to Neuroscience  
Philosophy 202 Analytic Philosophy—Language and the Mind  
Philosophy 331 Epistemology  
Psychology 221 Cognitive Psychology  
Psychology 322 Concepts: Mind, Brain, and Culture  
Psychology 326 Decision Making

### RECOMMENDED

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

Biology 204 Animal Behavior  
Biology 305 Evolution  
Mathematics 433 Mathematical Modeling and Control Theory  
Philosophy 209 Philosophy of Science  
Psychology 201 or Statistics 101, 201, 231, or 331

### THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W031-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

#### **COGS 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as INTR 222, Philosophy 222 and Psychology 222) (Q)**

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, information theory, symbolic and connectionist architectures, the neural basis of cognition, perception, learning and memory, language, action, reasoning, expert systems, and artificial intelligence.

Requirements: several short papers and self-paced weekly lab exercises.

Prerequisites: Psychology 101 or Philosophy 102 or Computer Science 134 or permission of instructors. Background in more than one of these is recommended. *Enrollment limit: 25 (expected: 25).*

*Satisfies one semester of the Division II requirement.*

Hour: 9:55-11:10 TR

KIRBY

#### **COGS 493(F) Research in Cognitive Science**

Independent empirical or theoretical research for one semester, under the guidance of two Cognitive Science faculty from different departments. Research must be interdisciplinary, but may consist of a scholarly paper, empirical research, computer or mathematical modeling, or any combination of the above. Students will meet biweekly to discuss their projects, and give oral presentations of their projects at the end of the fall semester.

#### **COGS W031-494(S) Senior Thesis**

The senior concentrator, having completed the fall research project and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

## **COMPARATIVE LITERATURE (Div. I)**

*Chair, Associate Professor* JULIE A. CASSIDAY

Professors: DRUXES, GOLDSTEIN, B. KIEFFER, LIMON, G. NEWMAN, STAMELMAN. Associate Professors: CASSIDAY, KLEINER, ROUHI. Assistant Professors: C. BOLTON, FOX, FRENCH, KAGAYA, PIEPRZAK, VAN DE STADT.

Students motivated by a desire to study literature in the broadest terms, as well as those interested in particular examples of literary comparison, will find an intellectual home in the Program in Comparative

## *Comparative Literature*

Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature in its international and multicultural context. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. The rubrics of the Program's core courses—Literary Genres, Literary Movements, Literature and Theory, and Cultural Studies—introduce the student to a variety of critical methods. Because interpretive methods from other disciplines play a crucial role in investigating literature's larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the English Department allows students to count one course with a COMP prefix as an elective within the English major.

The Program supports two distinct majors in *Comparative Literature* and *Literary Studies*. The major in Comparative Literature requires advanced work in at least one language other than English and is strongly recommended for students contemplating graduate study in the discipline. Both majors provide a strong basis for any career demanding analytical, interpretive, and evaluative skills and allow the student, within a framework of general requirements, to create a program of study primarily shaped by the student's own interests.

### MAJORS

#### *Comparative Literature*

The Comparative Literature major combines the focused study of a single national-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student declaring the major must select a single foreign language as his or her specialty, although the serious study of literature in foreign languages other than the student's specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student will also be paired with a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major:

Comparative Literature 111 The Nature of Narrative (Literary Genres)

Any three of the following core courses:

Comparative Literature 221 Twentieth-Century European Poetry (Literary Genres)

Comparative Literature 224/English 204 The Feature Film (Literary Genres)

Comparative Literature 232 European Modernism (Literary Movements)

Comparative Literature 240/English 230 Introduction to Literary Theory (Literature and Theory)

Comparative Literature 252 Modern Women Writers and the City (Cultural Studies)

Comparative Literature 253 Literature and the Body (Cultural Studies)

Comparative Literature 254T The Fallen Woman in Literature and Film (Cultural Studies)

Comparative Literature 256 Literature of the Americas (Cultural Studies)

Comparative Literature 321 The Cultures of Poetry (Literary Genres)

Comparative Literature 323/English 320/Theatre 333 World/Theatre/History: Contemporary to Classical (Literary Genres)

Comparative Literature 329/English 379 Contemporary World Novel (Literary Genres)

Comparative Literature 340 Literature and Psychoanalysis (Literature and Theory)

Comparative Literature 341 Modern Theories of Jewish Textuality (Literature and Theory)

Comparative Literature 343/English 373 Modern Critical Theory (Literature and Theory)

Comparative Literature 344/Religion 304 From Hermeneutics to Post Coloniality (Literature and Theory)

Three literature courses in the student's specialty language, in which texts are read in the original. At least one of the three must be above the 200-level.

Three courses in which most of the course work concerns literature other than that of the student's specialty language or literary theory. These courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Only one may be in English or American literature. Among the offerings of other departments that are possible, the following employ readings in English translation and are especially appropriate to the major:

English 126, 202, 216, 219, 220, 235, 341, 345, 361, 371, 372

Linguistics 101, 121

Religion 210, 211

Theatre 210, 211, 328, 330, 331

Comparative Literature 401 Senior Seminar (variable topics)



## Comparative Literature

Students who are considering a major in Comparative Literature should aim to acquire intermediate-level proficiency in their specialty language by the end of the sophomore year. They should also complete core course requirements by the end of their junior year. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year and may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 401 offered in their senior year, even if they have previously taken 401.

### *Literary Studies*

The Literary Studies major allows for a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Unlike the major in Comparative Literature, the Literary Studies major does not require the student to choose a specialty language, although the serious study of literature in one or more foreign languages is strongly encouraged. Each student will be paired with a faculty advisor, with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major:

Comparative Literature 111 The Nature of Narrative (Literary Genres)

Any four of the following core courses:

Comparative Literature 221 Twentieth-Century European Poetry (Literary Genres)  
Comparative Literature 224/English 204 The Feature Film (Literary Genres)  
Comparative Literature 232 European Modernism (Literary Movements)  
Comparative Literature 240/English 230 Introduction to Literary Theory (Literature and Theory)  
Comparative Literature 252 Modern Women Writers and the City (Cultural Studies)  
Comparative Literature 253 Literature and the Body (Cultural Studies)  
Comparative Literature 254T The Fallen Woman in Literature and Film (Cultural Studies)  
Comparative Literature 256 Literature of the Americas (Cultural Studies)  
Comparative Literature 321 The Cultures of Poetry (Literary Genres)  
Comparative Literature 323/English 320/Theatre 333 World/Theatre/History: Contemporary to Classical (Literary Genres)  
Comparative Literature 329/English 379 Contemporary World Novel (Literary Genres)  
Comparative Literature 340 Literature and Psychoanalysis (Literature and Theory)  
Comparative Literature 341 Modern Theories of Jewish Textuality (Literature and Theory)  
Comparative Literature 343/English 373 Modern Critical Theory (Literature and Theory)  
Comparative Literature 344/Religion 304 From Hermeneutics to Post Coloniality (Literature and Theory)

Five courses devoted to literature or literary theory that cover at least three different national/cultural traditions. The courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Of the courses taken outside of the Program in Comparative Literature, no more than two may have the same course prefix. Students are strongly encouraged to include courses in a foreign language among these five. Among the offerings of other departments that are possible, the following employ readings in English translation and are especially appropriate to the major:

English 126, 202, 216, 219, 220, 235, 341, 345, 361, 371, 372  
Linguistics 101, 121  
Religion 210, 211  
Theatre 210, 211, 328, 330, 331

Comparative Literature 401 Senior Seminar (variable topics)

Students who are considering a major in Literary Studies should aim to complete core course requirements by the end of their sophomore year. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 401 offered in their senior year, even if they have previously taken 401.

### THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE OR LITERARY STUDIES

To achieve honors in Comparative Literature or Literary Studies, a student must prepare a thesis, usually 50-75 pages long, during the senior year (COMP 493-W031-494 or LIT 493-W031-494). The topic of the thesis must be comparative and/or theoretical in approach. Those majoring in Comparative Literature must include a significant amount of material in the literature of the student's specialty language. Students must apply to the Program's advisory committee for permission to pursue an honors thesis during the spring semester of the junior year.

## Comparative Literature

### COURSES

**COMP 107(F) Greek Literature (Same as Classics 101)**

(See under Classics for full description.)

**COMP 108 Roman Literature (Same as Classics 102) (*Not offered 2003-2004; to be offered 2004-2005*)**

(See under Classics for full description.)

**COMP 109(S) Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Theatre 311)**

(See under Classics for full description.)

**COMP 111(FS) The Nature of Narrative (Same as English 120) (W)**

In this course we will read first-rate fiction by first-rate writers from a wide variety of traditions and eras in an effort to understand the meaning of narrative. How does narrative technique shape our understanding of a given text? In what ways, and for what purposes, do authors create different narrators to present a story? Our texts may include writings from Antiquity, and by Cervantes, Goethe, Austen, Gogol, Balzac, Flaubert, Dostoevsky, and Kafka. We will accompany these texts with pertinent theoretical pieces by—among others—Aristotle, Plato, Culler, Benjamin, and Foucault. *All readings in English.*

Format: lecture/discussion. Requirements: active class participation, three short papers, and a final 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19).* (Literary Genres)

Hour: 2:35-3:50 MR

11:00-12:15 MW

First Semester: HOPE  
Second Semester: ROUHI

**COMP 201(F) Reading the Hebrew Bible (Same as Religion 201) (W)**

(See under Religion for full description.)

**COMP 202(S) Modern Drama (Same as English 202 and Theatre 312)**

(See under English for full description.)

**COMP 203(F) Nineteenth-Century Russian Literature in Translation (Same as Russian 203)**

(See under Russian for full description.)

**COMP 204 Twentieth-Century Russian Literature in Translation (Same as Russian 204) (*Not offered 2003-2004; to be offered 2004-2005*) (W)**

(See under Russian for full description.)

**COMP 205 The Latin American Novel in Translation (Same as Spanish 205) (*Not offered 2003-2004*)\***

(See under Romance Languages—Spanish for full description.)

**COMP 207 Biblical Interpretation in Classical Antiquity (Same as Classics 207 and Religion 207) (*Not offered 2003-2004; to be offered 2004-2005*)**

(See under Classics for full description.)

**COMP 209 Performing Identity: Popular Entertainment in America (Same as American Studies 207 and Theatre 329) (*Not offered 2003-2004*)**

(See under Theatre for full description.)

**COMP 210T(S) Tolstoy: The Major Novels (Same as Russian 210T) (W)**

(See under Russian for full description.)

**COMP 211(F) From Voltaire to Nietzsche (Same as German 210)**

(See under German for full description.)

**COMP 212 Drama/Trauma: Theatres of the Psyche (Same as English 214 and Theatre 212) (*Not offered 2003-2004*)**

(See under Theatre for full description.)

**COMP 213 Femininity on Stage (Same as Theatre 215) (*Not offered 2003-2004*)**

(See under Theatre for full description.)

**COMP 215(F) The Fashioning of Fashion: Theory and Practice (Same as French 215)**

“Fashion,” Roland Barthes wrote, “is too serious and too frivolous at the same time.” As a product of culture, at once trivial and essential, fashion exhibits a compulsion to create signs, to reproduce changing meanings, and to agitate, as well as normalize, the perpetual play of difference and novelty. The course will examine fashion as a system of communication; a network of variable signs; a writing (on and of the body); an ideology of socially-constructed images of femininity and masculinity; a

meeting point for gender, class, and political relations of power; a system for controlling the eroticized body; a temporal whirlwind of impermanence and change (“the ecstasy of the new”); a playing-out of the forces of desire and consumption; an instrument for plundering and recycling the styles of the past; and, finally, a reality of everyday life constitutive of social order, collective fantasy, and personal self-definition. We will explore the ways that fashion—in particular clothing, perfume, and cosmetics, as mediated by strategies of representation (i.e., advertising, publicity, photography, media, literature, art, cinema, consumer culture)—create, reproduce, and disseminate a certain kind of “imaginary,” where fictions of desire, eroticism, aesthetics, myth, and national identity circulate. Three general goals will orient our study: first, to understand how the sign systems of fashion, fashion history, and fashion advertising produce meaning and value within culture; second, to examine the “imaginary” of desire, fantasy, and identity produced by the creation and marketing of clothes, perfume, and cosmetics; and third, to analyze the “rewriting” of face and body (the phenomenon of the “makeover”) which fashion seeks to inspire. Attention will be given: (1) to the history of fashion, perfume and cosmetics, primarily, but not exclusively, in nineteenth- and twentieth-century France; (2) to the representation of fashion in works of literature (Baudelaire, Huysmans, Zola, Proust, Calvino, Suskind, Robbins), cinema (*Funny Face*, *Unzipped*, *Pret-à-Porter*, *Tales of Cities and Clothes*), and cultural and feminist theory (Barthes, Baudrillard, Lipovetsky, Bordo, Bartky, Simmel, Corbin); (3) to the collaboration of designer, fashion house, model, wearer, and spectator in the creation and dissemination of fashion; (4) to the links between fashion and “spectacle,” fashion and postmodernism, fashion and fetishism, fashion and domination; and (5) to fashion as both the endless play of difference (“a signification without a message,” Baudrillard) and the interlacing of desire and death (Benjamin). *All readings in English*. Requirements: active participation in class discussions, oral presentations, one hour-exam, and one 20-page paper final paper.

*Enrollment limit: 15.*

Hour: 9:55-11:10 TR

STAMELMAN

**COMP 219(F) Venice: City of Stone, Water, and Dreams (Same as Italian 219)**

The course will examine the “imaginary” that Venice has generated in art, architecture, literature, and film from the early Renaissance to the end of the millennium. This “imaginary”—a combination of image, myth, symbol, ideology, history, culture, aesthetics, reality, fantasy, and fascination—has enveloped Venice in an aura of paradoxes. The city is touched by mystery and melancholy, mist and clarity, water and sky, light and gloom, transparency and opacity, wonder and fear, decadence and spirituality, mirror and mask, carnival and sobriety, labyrinth and horizon, sensuality and artifice, wave and stone, movement and immobility, and commerce and art. Why has this watery city—this “ship of stone,” this “serenissima,” this “most stupendous . . . most far-reaching of humanist creations” (Adrian Stokes) at the intersection of East and West, this “unquenchable flame burning through a veil of water” (D’Annunzio)—so fascinated writers, artists, travelers, and traders for so many centuries? In what different ways and through what different images has it been represented (in painting, photography, novel, mystery, poem, travel narrative, film, etc.) over time and how have these aesthetic and cultural representations differed and yet remained the same? *All readings in English*.

Format: lecture/discussion. Requirements: active participation in class discussions, oral presentations, one hour-exam, and three papers.

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

Hour: 1:10-3:50 W

STAMELMAN

**COMP 221 Twentieth-Century European Poetry (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/comp/comp221.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp221.html))

STAMELMAN

**COMP 222(S) The Russian Short Story (Same as Russian 222) (W)**

(See under Russian for full description.)

**COMP 224(F) The Feature Film (Same as English 204)**

(See under English for full description.) (Literary Genres)

**COMP 232(S) European Modernism (W)**

This seminar will explore literary and cultural modernism as an international phenomenon from 1860 to the 1970s. In the context of the profound social and historical transformations of Western culture in this period, we will examine the works of literary, cinematic, and theoretical creators who have shaped our “modernity”: namely, the consciousness we have of ourselves, of the worlds we live in, and of the temporal rhythms that determined the cadence of late nineteenth and twentieth-century life. Readings will include: Baudelaire, Rimbaud, Dostoevsky, Ibsen, Freud, Proust, Kafka, Apollinaire, Marinetti, Rilke, Pirandello, Breton, Mann, Woolf, Joyce, Beckett, Celan, Calvino, and Duchamp among others. Theoretical essays by Benjamin, Bataille, and Barthes will be considered as well. We will investigate the imaginative and aesthetic response of modernism (in its cubist, futurist, surrealist, existentialist, and feminist forms) to urban alienation and the rise of the machine. Attention will be given as well to modernism’s attack against religion and other forms of traditional spirituality, its revolt against rationality and social convention, its reaction to the horror and despair of world war, its attempt to empow-

## Comparative Literature

er the female voice, its acceptance of a fragmented notion of self, its privileging of multiple perspectives of perception and narration, its rejection of the past, its embracing of the present, and its metamorphosis into postmodernism. *All readings in English.*

Format: lecture/discussion. Requirements: active class participation, one class presentation, one hour-exam, three papers.

No prerequisites. *Enrollment limit: 19 (expected: 19).* (Literary Movements)

Hour: 9:55-11:10 TR

STAMELMAN

### **COMP 240(S) Introduction to Literary Theory (Same as English 230) (W)**

(See under English for full description.) (Literature and Theory)

### **COMP 252 Modern Women Writers and the City (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/comp/comp252.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp252.html))

### **COMP 253(F) Literature and the Body**

Some writers maintain that the creative experience is rooted entirely in the mind or spirit. However, there are those for whom the human body, sometimes their own, plays a central role, both in the process of creation and as a subject of artistic inquiry. Whether through poetry, novels, sketches, or short stories, these authors tell a very different tale of literary process, and it is focused on the primacy of personal, physical experience. By way of Rabelais, Sorel, Gogol, Maupassant, Kafka, Tanizaki, Dinesen, Babel, Mandelstam, and Borges, this course will examine how different writers present and use the body as the consummate vehicle of expression. We will also consider other areas of study that are intimately related to the physical experience, such as asceticism, illness, prostitution, and disability. *All readings in English.*

Format: lecture/discussion. Requirements: active class participation, oral presentations, two short papers, and a final research project.

No prerequisites. *Enrollment limit: 19 (expected: 19).* (Cultural Studies)

Hour: 11:20-12:35 TR

VAN DE STADT

### **COMP 254T The Fallen Woman in Literature and Film (Same as Women's and Gender Studies 254T) (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/comp/comp254.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp254.html))

FOX

### **COMP 256(S) Literature of the Americas: Dialogues in Historical Perspective (Same as American Studies 256) (W)**

Most of us in the US understand "American" literature as the work of writers born and raised in the United States, overlooking both the rich literary traditions of Canada, the Caribbean and Latin America and the centuries of political and cultural history we share with those peoples. This course will present the methods and issues involved in studying the literature of the American hemisphere, from the fundamental (what is meant by "America"? ) to more nuanced issues of identity and cultural agency, while examining key texts written from 1492 to the present. Our work will be comparative, drawing texts from different linguistic traditions—English, French and Spanish—into dialogue with one another. We will consider both the interrelations of American peoples and the many cultural forms that have developed in response to our common colonial heritage. Topics to be considered include: Colonial Beginnings, Slavery and Its Aftermath, Nation Building, the Frontier, the War of 1898, Afro-American Modernisms, Ghosts in Twentieth-Century Fiction, Latino Writers in the US. Readings may include: Cabeza de Vaca, Mary Rowlandson, Juan Francisco Manzano, Wheatley, Sarmiento, Twain, Palma, Whitman, Cather, Martí, Guillén, Césaire, Hughes, Faulkner, Rulfo, Morrison, Maryse Condé, Junot Díaz. *All readings in English.*

Format: lecture/discussion. Requirements: attendance and active participation, oral presentations, two 5- to 7-page essays, proposal and a 10- to 12-page final paper.

No prerequisites. *Enrollment limit: 19 (expected: 19).* (Cultural Studies)

Hour: 1:10-2:25 TF

FRENCH

### **COMP 260(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230)\***

(See under Religion for full description.)

### **COMP 262(F) The Masks of Japanese Literature (Same as Japanese 252)\***

(See under See under Asian Studies—Japanese for full description.)

### **COMP 263(S) Japanese Film and Visual Culture (Same as Japanese 253)\***

(See under Asian Studies—Japanese for full description.)

### **COMP 271 Transitional Japanese Literature Into the Twentieth Century (Same as Japanese 271) (Not offered 2003-2004)\***

(See under Asian Studies—Japanese for full description.)

### **COMP 272(F) Chinese Cinema (Same as Chinese 222)\***

(See under Asian Studies—Chinese for full description.)

**COMP 273(S) Survey of Chinese Literature (Same as Chinese 223)\***

(See under Asian Studies—Chinese for full description.)

**COMP 276 Premodern Japanese Literature and Performance (Same as Japanese 276) (*Not offered 2003-2004*)\***

(See under Asian Studies—Japanese for full description.)

**COMP 302T Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306T) (*Not offered 2003-2004*) (W)\***

(See under Romance Languages—Spanish for full description.)

**COMP 303 Cervantes' *Don Quixote* (Same as Spanish 303) (*Not offered 2003-2004*)**

(See under Romance Languages—Spanish for full description.)

**COMP 304 Dante (Same as English 304) (*Not offered 2003-2004*)**

(See under English for full description.)

**COMP 305 Dostoevsky and His Age (Same as Russian 305) (*Not offered 2003-2004; to be offered 2004-2005*)**

(See under Russian for full description.)

**COMP 308T(S) The Other Cervantes (Same as Spanish 308T) (W)**

(See under Romance Languages—Spanish for full description.)

**COMP 321 The Cultures of Poetry (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/comp/comp321.html](http://www.williams.edu/Registrar/catalog/depts/comp/comp321.html))

**COMP 322T Performance Criticism (Same as Theatre 322T) (*Not offered 2003-2004*) (W)**

(See under Theatre for full description.)

**COMP 323(F) World/Theatre/History: Contemporary to Classical (Same as English 320 and Theatre 333)**

(See under Theatre for full description.) (Literary Genres)

**COMP 325 Decadence and Modernity (Same as English 385 and Theatre 325) (*Not offered 2003-2004*)**

(See under Theatre for full description.)

**COMP 329(F) Contemporary World Novel (Same as English 379)**

(See under English for full description.) (Literary Genres)

**COMP 340(S) Literature and Psychoanalysis (W)**

This course will explore the literary roots and effects of the explosion of the unconscious into consciousness at the turn of the twentieth century. Freud's psychoanalytic revolution will reveal itself to be actually a significant event in an evolutionary process that took place to a large extent in the arena of literature, to which Freud himself repeatedly acknowledged his debt. We will examine psychologically-minded literary texts that precede and, in some cases, preview Freud's theories, those theories themselves, and texts (theoretical and literary) that reflect the immense influence of psychoanalysis in the twentieth century. Authors might include Sophocles, Shakespeare, Goethe, Hoffmann, Flaubert, Carroll, Kafka, Duras, Garcia Marquez, and Morrison. *All readings in English.*

Format: discussion/seminar. Requirements: active class participation, reading journals, two short and one longer paper.

Prerequisites: one previous course in either Comparative Literature or English, or permission of instructor. *Enrollment limit: 19 (expected: 19).* (Literature and Theory)

Hour: 1:10-2:25 MR

NEWMAN

**COMP 341(S) Writing Against Writing: Modern Theories of Jewish Textuality**

The course will study those twentieth-century Jewish writers, thinkers, and theoreticians who write allegories concerning the impossibility of writing, or who explore theoretically the inadequacy of language, or who associate words with indeterminacy, inexpressibility, invisibility, silence, and the exile of meaning. The most powerful expression for these writers comes not so much from writing (black words on white paper) as from the blank space between lines and around letters. Writing and erasing become synonymous. For a poet like the German Paul Celan words are like sand dunes, forever undoing the patterns of their meaning. For the French writer Edmond Jabès, writing covers the blank page the way wandering footprints trace themselves ephemerally onto the whiteness of the desert (that of Galut, exile). For Freud, language is the very medium of the "talking cure," but its connection to the unconscious remains oblique, imprecise, and deceptive. Discussion will be given to literary works by Kafka, Celan, Jabès, Aaron Appelfeld, Georges Perec, Natalia Ginzburg, Cynthia Ozick, W. G. Sebald, and to writings on the Holocaust by Primo Levi, Nelly Sachs, Bruno Schultz, and the Yiddish poet Avram Sutzkever. Theoretical texts by Freud, Walter Benjamin, Jacques Derrida, Sarah Kofman,

## Comparative Literature, Computer Science

Emmanuel Levinas, Gershom Scholem, Maurice Blanchot, and others will be read as well. Format: lecture/discussion. Requirements: active participation in class discussions, oral presentations, one hour-exam, two 6-page papers.

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

*This course is part of the Jewish Studies concentration.* (Literature and Theory)

Hour: 11:20-12:35 TR

STAMELMAN

### **COMP 343 Modern Critical Theory (Same as English 373) (Not offered 2003-2004; to be offered 2004-2005)**

(See under English for full description.) (Literature and Theory)

### **COMP 344(F) From Hermeneutics to Post-Coloniality (Same as English 386 and Religion 304)\***

(See under Religion for full description.) (Literature and Theory)

### **COMP 346(S) Theorizing Enlightenment (Same as English 326)**

(See under English for full description.)

### **COMP 381 Melancholy and History (Same as English 381) (Not offered 2003-2004)**

(See under English for full description.)

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

### **COMP 401(F) Senior Seminar: Literature and the Law**

In this seminar, we will examine the complex relationship between literature and the law from three different perspectives. First, we will examine the law as a genre of literature by reading several works of legal writing, such as the Code of Hammurabi, sections of the Old Testament, and the Constitutions of the United States, the Soviet Union, and Iraq. Second, we will read important works of literature that rely on legal practice, forensic analysis, or trial procedure to communicate their message, including Aeschylus' *Oresteia*, Shakespeare's *Merchant of Venice*, and Kafka's *The Trial*. Third, we will integrate our study of these two bodies of writing by delving into theory by Freud, Foucault, and others, about the cultural significance of the law, as well as the co-evolution of legal consciousness and literary craft. In addition, our work in this seminar will include several films that dramatize legal procedure, as well as a trip to an actual courtroom, where we will watch the real-life drama of a trial in progress. *All readings in English.*

Format: seminar. Evaluation will be based on thoughtful and timely preparation for class, several shorter writing assignments, and a final research project.

Prerequisites: a 300-level literature course or permission of instructor. *Enrollment limit: 15 (expected: 10).*

Hour: 1:10-2:25 MR

CASSIDAY

### **COMP 493(F)-W031-494(S) Senior Thesis—Comparative Literature**

### **COMP 497(F), 498(S) Independent Study**

### **LIT 493(F)-W031-494(S) Senior Thesis—Literary Studies**

## COMPUTER SCIENCE (Div. III)

*Chair, Professor DUANE BAILEY*

Professors: BAILEY, BRUCE, LENHART, MURTAGH. Associate Professor: DANYLUK\*\*. Assistant Professors: FREUND, LERNER, TERESCO\*. Visiting Professor: HEERINGA.

Computers play an enormously important role in our society. General-purpose computers are used widely in business and industry and are found in an increasing number of homes. Special-purpose computers are found in everything from automobile engines to microwave ovens. Understanding and exploiting the great potential of computers is the goal of research in computer science. Among the many fascinating research projects in progress in computer science today are investigations of: ways to focus more computational power on a problem through the simultaneous use of many processors in parallel; revolutionary computer languages designed to simplify the process of constructing complex programs for computers; the use of computer-generated graphic images in the arts and as a tool for visualization in the natural sciences; and the use of digital methods in global communications. The Computer Science Department at Williams seeks to provide students with an understanding of the principles underlying computer science that will enable them to understand and participate in these exciting developments.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) its major; (2) a selection of courses intended primarily for those who are interested in a brief introduction to computer science or who seek

to develop some specific expertise in computing for application in some other discipline; and (3) recommendations for possible sequences of courses for the non-major who wants a more extensive introduction to computer science. These offerings are discussed in detail below.

#### MAJOR

The goal of the major is to provide an understanding of algorithmic problem-solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas of computer science including graphics, artificial intelligence, computer networks, software engineering, compiler design, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to take advantage of a wide variety of career opportunities. Thus the major can be used as a preparation for a career in computing, for graduate school, or simply to provide an in-depth study of computer science for the student whose future career will only tangentially be related to computer science.

#### MAJOR REQUIREMENTS

##### *Required Courses in Computer Science*

A minimum of 8 courses is required in Computer Science, including the following:

##### *Introductory Courses*

Computer Science 134	Introduction to Computer Science
Computer Science 136	Data Structures and Advanced Programming

##### *Core Courses*

Computer Science 237	Computer Organization
Computer Science 256	Algorithm Design and Analysis
Computer Science 334	Principles of Programming Languages
Computer Science 361	Theory of Computation

##### *Electives*

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. At least one of these must be a course designated as a PROJECT COURSE. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reasons.

##### *Required Courses in Mathematics*

Mathematics 211	Linear Algebra
Mathematics 251	Discrete Mathematics

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that Mathematics 251 covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 105, 108 or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (*Computer Graphics*) for their project course. Similarly, students who count Computer Science 108 as an elective cannot select Computer Science 373 as their second elective. Computer Science 105, 108, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Mathematics 251 by the end of the sophomore year. Mathematics 211 must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

Satisfactory participation is required in the Computer Science Colloquium by all senior majors. With the advance permission of the department, two appropriate mathematics courses numbered 240 or above may be substituted for one Computer Science elective. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

Potential majors are strongly encouraged to pick up the latest copy of the *Informal Guide to Courses in Computer Science*, which can be obtained from the departmental office or on the World Wide Web at <http://www.cs.williams.edu>. This document contains much more information on the major, including suggested patterns of course selection and advice on courses relevant to different student goals.

## Computer Science

### LABORATORY FACILITIES

The Computer Science Department maintains two departmental computer laboratories for students taking Computer Science courses. The Macintosh laboratory (used in Computer Science 105, 108, 109, 134, 136, and 237) consists of an electronic classroom containing Macintosh G4 computers. This laboratory also contains projection facilities enabling the instructor to display the computer screen during lectures and demonstrations.

The Unix laboratory (used in courses numbered 136 and above) consists of a network of workstations that are available exclusively to students taking advanced Computer Science courses. These workstations also support student and faculty research in computer science.

### THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to a student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis which is judged acceptable by the department. The program produces a significant piece of written work. The written work often includes a major computer program, depending on the nature of the honors work. All honors candidates are required to give an oral presentation of their work in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

### INTRODUCTORY COURSES

The department offers four introductory courses—Computer Science 105: *Understanding the Web: Technologies and Techniques*, Computer Science 108: *Artificial Intelligence: Image and Reality*, Computer Science 109: *The Art and Science of Computer Graphics*, and Computer Science 134: *Introduction to Computer Science*.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136 are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take Computer Science 134 early.

Those students interested in learning more about important new ideas and developments in Computer Science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 105: *Understanding the Web: Technologies and Techniques*, Computer Science 108: *Artificial Intelligence: Image and Reality*, or Computer Science 109: *The Art and Science of Computer Graphics*. Computer Science 105 explores the computing technology that underlies the internet. Computer Science 108 discusses the techniques used to construct computer systems that exhibit intelligent behavior from learning to planning and problem-solving. Computer Science 109 introduces students to the techniques of computer graphics used for the creation of artistic images. In addition, all three of these courses provide an introduction to the techniques of computer programming.

Although none of our introductory courses assume prior programming skills, some students planning to take Computer Science 134 who have no prior programming experience may find it useful to gain some programming experience together with a broader understanding of our field by taking one of the department's other introductory courses before enrolling in Computer Science 134. On the other hand, students with significant programming experience should consider electing Computer Science 136 (see "Advanced Placement" below). Students in either of these categories are encouraged to contact a member of the department for guidance in selecting a first course.

### ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement AB Examination in Computer Science. A score of 4 or better on the AB exam is normally required for advanced placement in Computer Science 136. Students scoring 3 or lower on that exam or



who have taken the Advanced Placement A Examination in Computer Science should consider enrolling in Computer Science 134.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as C++ or Java, and should have covered such topics as recursion, arrays, files, and have some exposure to object-orientation.

#### PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department's curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study in any department should discuss their plans in detail with a member of the faculty. We welcome such inquiries from students. To assist students making such plans, however, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five computer science courses and one course in mathematics (MATH 251).

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by Computer Science 136 and 237 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Computer Science 323 provides valuable exposure to the techniques and tools needed for the development and maintenance of large software systems. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four-course sequence.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

#### GENERAL REMARKS

##### *Divisional Requirements*

All Computer Science courses listed may be used to satisfy the Division III distribution requirement.

##### *Alternate Year Courses*

Computer Science 108, 109, 323, 336, 337T, 338T, 371, 373, 432, and 434 are each normally offered every other year. All other Computer Science courses are normally offered every year.

##### *Course Numbering*

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

##### *Course Descriptions*

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available in the *Informal Guide to Courses in Computer Science*.

##### *Courses Open on a Pass-Fail Basis*

Students taking a computer science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass-fail basis. Courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

#### COURSES INTENDED PRIMARILY FOR NON-MAJORS

##### **CSCI 105(S) Understanding the Web: Technologies and Techniques (Q)**

This course will enable students to understand the technology that underlies the World Wide Web and provide them with the skills needed to effectively use this new medium. The course introduces techniques for creating hypermedia documents on the web. Students will learn the basics of HTML, the

## Computer Science

formatting language used to author World Wide Web documents, and a subset of Java, a language that can be used to add interactive elements to web pages. The technology that makes the Web possible is developing as rapidly as its use is growing. New facilities are introduced frequently. Web “standards” are evolving in several directions simultaneously as vendors introduce competing proposals. Accordingly, rather than simply learning how to use the Web as it is today, we will also examine the fundamental technologies that make the Web possible. These include digital encoding techniques, computer network organization, communication protocols and encryption systems. This material will leave students prepared to understand future possibilities for, and obstacles to, the development of the Internet.

Format: lecture/laboratory. Evaluation will be based on homework, laboratory work and examinations. 55% of a student’s final grade will be determined by performance on examinations.

Prerequisites: Mathematics 100 or 101 (or demonstrating proficiency in the Quantitative Studies diagnostic test—see catalog under Mathematics). This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *Enrollment limit: 60 (expected: 40).*

Hour: 11:20-12:35 TR

Lab: 1-2:30 R, 2:30-4 R

LERNER

### **CSCI 108 Artificial Intelligence: Image and Reality (Not offered 2003-2004; to be offered 2004-2005) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/csci/csci108.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci108.html))

DANYLUK

### **CSCI 109 The Art and Science of Computer Graphics (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/csci/csci109.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci109.html))

BAILEY

## COURSES INTENDED FOR BOTH NON-MAJORS AND MAJORS

### **CSCI 134(FS) Introduction to Computer Science (Q)**

More than the processor inside, it is the software running on a computer that determines the machine’s behavior and usefulness. In this course, students will learn principles of design, implementation, and testing of object-oriented programs. Using the Java programming language, we will cover fundamental concepts including classes, objects, message sending, control structures, arrays, files, and event-driven programming, as well as providing an introduction to concurrency. Through the study of these topics, students will learn both to construct programs of their own and to understand the capabilities and limitations of existing software.

Format: lecture/laboratory. Evaluation will be based on weekly programming assignments, two test programs, and midterm and final examinations.

Prerequisites: Mathematics 100 or 101 (or demonstrating proficiency in the Quantitative Studies diagnostic test—see catalog under Mathematics). Previous programming experience is not required. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department. *Enrollment limit: 30 per section (expected: 25 per section).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF

Lab: 1-4 M,T

First Semester: BRUCE, LERNER

9:00-9:50 MWF, 10:00-10:50 MWF

Lab: 1-4 M,T

Second Semester: MURTAGH, FREUND

### **CSCI 136(FS) Data Structures and Advanced Programming (Q)**

This course builds on the programming skills acquired in Computer Science 134. Special emphasis is placed on analysis, modularization, and data abstraction. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Other topics covered include analysis of algorithm complexity and program verification.

Format: lecture/laboratory. Evaluation will be based on programming assignments and examinations. Prerequisites: Computer Science 134 or equivalent. (Mathematics 251 is recommended, but not required) *Enrollment limit: 36 (expected: 20).*

Hour: 9:00-9:50 MWF

Lab: 1-4 W

First Semester: FREUND

10:00-10:50 MWF

Lab: 1-4 W

Second Semester: BRUCE

### **CSCI 237(F) Computer Organization (Q)**

This course studies the basic instruction set architecture and organization of a modern computer. Over the semester the student learns the fundamentals of translating of higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward. Final projects focus on the design of a complex control system in hardware or firmware.

Evaluation will be based primarily on weekly labs, final design project, two exams.

Prerequisites: Computer Science 134, or both experience in programming and permission of instructor. *Enrollment limit: 40 (expected: 25).*

Hour: 11:00-11:50 MWF

Lab: 1-2:30 M,T

BAILEY

### **CSCI 256(S) Algorithm Design and Analysis (Q)**

This course is concerned with investigating methods of designing efficient and reliable algorithms. By carefully analyzing the underlying structure of the problem to be solved it is often possible to dramatically decrease the computational resources needed to find a solution. Through such analysis one

can also verify that an algorithm will perform correctly, as well as accurately estimate its running time and space requirements. We will present several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136, including induction, divide-and-conquer, dynamic programming, and greedy algorithms. Particular topics to be considered will include algorithms in graph theory, computational geometry, string processing, and advanced data structures. In addition, an introduction to complexity theory and the complexity classes P and NP will be provided.

Format: lecture. Evaluation will be based on problem sets and programming assignments, and mid-term and final examinations.

Prerequisites: Computer Science 136 and Mathematics 251. *Enrollment limit: 40 (expected: 25).*  
Hour: 11:00-11:50 MWF HEERINGA

**CSCI 315(F) Computational Biology (Same as Physics 315 and INTR 315) (Q)**

(See under Physics for full description.)

**CSCI 323(F) Software Engineering (Q)**

In this course, students learn and gain practical experience with software engineering principles and techniques. The practical experience centers on a semester-long team project in which a software development project is carried through all of the stages of the software lifecycle. Topics in this course include requirements analysis, specification, design, abstraction, testing, and maintenance. Particular emphasis is placed on designing and developing maintainable software and on the use of object-oriented techniques throughout the software lifecycle.

Evaluation will be based on two examinations and weekly project assignments involving the definition, design, development, and testing of software.

Prerequisites: Computer Science 136. *Enrollment limit: 20 (expected: 20). Preference given to sophomores and juniors.*

PROJECT COURSE

Hour: 12:00-12:50 MWF

Lab: TBA

LERNER

**CSCI 334(S) Principles of Programming Languages (Q)**

This course examines concepts and structures governing the design and implementation of modern programming languages. It presents an introduction to concepts of compilers and run-time representations of programming languages; features of programming languages supporting abstraction; and programming language paradigms including procedural programming, functional programming, object-oriented programming, polymorphism, and concurrency. Programs will be required in languages illustrating each of these paradigms, in particular ML and advanced object-oriented languages.

Format: lecture. Evaluation will be based on weekly problem sets and programming assignments, a midterm examination and a final examination.

Prerequisites: Computer Science 136. *Enrollment limit: 50 (expected: 25).*

Hour: 9:55-11:10 TR

FREUND

**CSCI 336T Computer Networks (Not offered 2003-2004; to be offered 2004-2005) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/csci/csci336.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci336.html))

MURTAGH

**CSCI 337T(S) Digital Design and Modern Architecture (Q)**

This tutorial course considers topics in the low-level design of modern architectures. Course meetings will review problems of designing effective architectures including instruction-level parallelism, branch-prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to implement projects from gates to bit-sliced ALU's. Final group projects will develop custom logic demonstrating concepts learned in course meetings.

Format: tutorial. Evaluation will be based on microprocessor design projects, participation in tutorial meetings, and examinations.

*Preference given to current or expected Computer Science majors.*

Hour: 8:00-8:50 MWF

BAILEY

**CSCI 338 Parallel Processing (Not offered 2003-2004; to be offered 2004-2005) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/csci/csci338.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci338.html))

TERESCO

**CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)**

Formal models of computation such as finite state automata, recursive functions, formal grammars and Turing machines will be studied. These models will be used to provide a mathematical basis for the study of computability. Applications to compiler design and computational undecidability will also be covered.

Format: lecture. Evaluation will be based on weekly problem sets, a midterm examination, and a final examination.

Prerequisites: Computer Science 256 or both a 300-level Mathematics course and permission of instructor. *Enrollment limit: 30 (expected: 25).*

Hour: 10:00-10:50 MWF

HEERINGA

*Computer Science, Contract Major*

**CSCI 371 Computer Graphics** (*Not offered 2003-2004; to be offered 2004-2005*) (Q)

(See online: [www.williams.edu/Registrar/catalog/depts/csci/csci371.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci371.html))

LENHART

**CSCI 373(S) Artificial Intelligence** (Q)

This course introduces the state-of-the-art in the field of Artificial Intelligence, which is concerned with the ability to create machines that perform tasks requiring “intelligence.” The course covers techniques for solving problems in the field, including knowledge representation, search strategies, planning, and reasoning. It then explores those further by surveying current applications in the areas of machine learning, game playing, robotics, and natural language processing.

Format: lecture/laboratory. Evaluation will be based on programming assignments. Four programming projects in the first half of the semester and a larger project spanning most of the second half account for 70% of the student’s final grade. A midterm examination and a six-page survey paper account for the remainder of the student’s grade.

Prerequisites: Computer Science 136 and Mathematics and Statistics 251. *No enrollment limit (expected: 20).*

**PROJECT COURSE**

Hour: 12:00-12:50 MWF

Lab: TBA

DANYLUK

**CSCI 397(F), 398(S), 497(F), 498(S) Reading**

Directed independent reading in Computer Science.

Prerequisites: permission of the department.

Members of the Department

**CSCI 432 Operating Systems** (*Not offered 2003-2004*) (Q)

(See online: [www.williams.edu/Registrar/catalog/depts/csci/csci432.html](http://www.williams.edu/Registrar/catalog/depts/csci/csci432.html))

TERESCO

**CSCI 434(F) Compiler Design** (Q)

Principles of programming language processors. Discussion and evaluation of current implementation techniques, including the applicable theory. Topics include lexical scanners, parsers, code generation, and optimization. There will be a major laboratory project in compiler writing.

Format: lecture/laboratory/discussion. Evaluation will be based primarily on problem assignments, projects, and examinations. 50% of a student’s final grade will be determined by performance on examinations, 50% on homework and the programming project.

Prerequisites: Computer Science 237, Computer Science 361; Computer Science 334 is recommended. *Enrollment limit: 30 (expected: 10).*

**PROJECT COURSE**

Hour: 11:20-12:35 TR

Lab: TBA

MURTAGH

**CSCI 493(F) Research in Computer Science**

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

This course (along with Computer Science W031 and Computer Science 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors.

Evaluation will be based on class participation, presentations, and the final written report.

*Enrollment is limited. Open to senior Computer Science majors with permission of instructor.*

Hour: TBA

Members of the Department

**CSCI W031-494(S) Senior Thesis**

Prerequisites: Computer Science 493.

**CSCI 499(F,S) Computer Science Colloquium**

Required of senior Computer Science majors, and highly recommended for junior Computer Science majors. Meets most weeks for one hour, both fall and spring.

Hour: 2:35-3:50 F

Chair

## CONTRACT MAJOR

*Contract Major Advisor:* PETER D. GRUDIN

Students with the talent and energy for working independently and with the strong support of two faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. Such a major must be in an area suitable to the talents of the faculty in residence and cannot consist of minor modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—i.e., it must embody a disciplined cumulative study that moves from an elementary to an advanced level

and culminates in a synthesis similar to a senior major course. Hence a Contract Major usually consists of a program of existing courses, sometimes supplemented by courses of independent study and the senior course.

The process of constructing a proposal for a Contract Major is both interesting and demanding. As part of that process, students should consider carefully the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same field. Students might also consider whether their interests could be met by completing a regular major and coordinate program, or a double major, or simply by working outside a major field in courses of special interest. Because the Contract Major represents an exceptional opportunity provided for students whose interests cannot be met through existing departmental and interdepartmental majors and programs, *it cannot be pursued in conjunction with another major.*

Students who wish to explore or propose a Contract Major should consult with the Contract Major advisor and with potential faculty sponsors as early as possible in the fall semester of the sophomore year, and then—during the sophomore year—follow these procedures:

1) The student must initiate discussion with at least two members of the faculty from differing departments who expect to be in residence during the student's senior year and who are willing to endorse the Contract Major and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation. Since in essence faculty sponsors substitute for the student's major department, they are expected to play an important role in the Contract Major.

The student must develop, in conjunction with the faculty sponsors, a written proposal (forms and guidelines are available in the Dean's Office) which should contain:

- a) a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).
- b) a list of all courses in the proposed major and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course (and taken during the senior year), must be completed for a Contract Major. Normal rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.
- c) a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.

2) By mid-January, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.

3) By the first day of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.

4) By the end of the fourth week of the spring semester, the student must submit the final proposal to the Contract Major Advisor. By this date also, the faculty sponsors must submit their endorsement forms to the Contract Major Advisor. If the student is essentially proposing to transform an existing coordinate program (e.g., African-American Studies, area studies programs, Environmental Studies, Women's and Gender Studies, etc.), into a Contract Major, the chair of that program should also submit to the Contract Major Advisor a statement attesting to the validity of the proposal by the end of the fourth week of the spring semester.

5) The Contract Major Advisor then conveys the proposal, a copy of the student's most recent academic progress report, the faculty sponsors' endorsement forms, and recommendations regarding the feasibility and substance of the proposal, for approval by the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will report the decision to the Contract Major Advisor, who will notify students and sponsors before the spring registration deadline. If the time needed for C.E.P. review demands it, the Contract Major Advisor may postpone notification to students and permit them to register late without penalty. In making its decisions, the C.E.P. considers the student's academic record, the coherence and feasibility of the plan of study, and the degree of support expressed by the faculty sponsors and, if appropriate, program chairs.

Subsequent changes in a Contract Major must be requested in writing by the student and approved by the faculty sponsors as well as by the Contract Major Advisor. Where there has been substantial alteration of the original program, the Contract Major Advisor will forward the student's written request to the C.E.P. for reconsideration.

#### THE DEGREE WITH HONORS IN THE CONTRACT MAJOR

The route to the degree with honors in the Contract Major will normally be a senior thesis requiring two semesters and a winter study of work. In special circumstances a student may propose to substitute a one-semester course or a winter study course for one of his or her thesis courses and write a mini-thesis. The Contract Major with honors shall comprise a minimum of eleven semester courses or ten semester courses plus one winter study. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course.

### *Contract Major, Critical Languages, Economics*

The faculty sponsors shall determine by the end of winter study whether the student is to be admitted to honors candidacy. If not admitted to honors candidacy, the student may elect not to continue further independent study. If admitted to honors candidacy, the student shall submit a written thesis or minithesis to three faculty readers, at least one of whom shall be a faculty sponsor and at least one of whom shall not be a faculty sponsor. The outside reader or readers shall be selected by the Contract Major Advisor in consultation with the faculty sponsors. There will be a one-hour oral exam by the readers, and they shall make a final decision regarding honors.

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

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

## **CRITICAL LANGUAGES (Div. I)**

*Coordinator, JANE CANOVA*

The Critical Languages Program enables students to study important foreign languages not taught in regular courses at Williams. The languages offered are Arabic, Hebrew, Hindi, Korean, and Swahili. Each may be studied for one year at the elementary level.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP). Students work independently with standard language textbooks and individual cassette tapes for roughly ten hours per week and attend two one-hour group review sessions per week with native-speaking tutors. Language faculty from other institutions conduct the midterm and final exams and determine the final grades.

To be eligible for a Critical Languages course, the student must:

- ◆ demonstrate proven capability for independent work and previous success in foreign language study;
- ◆ explain how study of the language will integrate with his or her major or other academic interests;
- ◆ present a letter of recommendation from a Williams faculty member;
- ◆ in some cases take a pretest for placement;
- ◆ have attained sophomore standing or higher;
- ◆ have at least a 3.00 Grade Point Average.

Interested students should obtain an application form for the desired course in early April. Forms are available at the Center for Foreign Languages, Literatures, and Cultures in Weston Hall. Students must meet with the program coordinator and hand in the completed application forms no later than one week before preregistration. The application must be approved before registering for the course.

Students should note that Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A Critical Languages course will be scheduled only if and when at least two students are accepted into the course. Students planning to register for the course must attend an organizational meeting the first week of each semester.

**CRAB 201(F)-202(S) Arabic\***

**CRHE 201(F)-202(S) Hebrew\***

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

**CRHI 201(F)-202(S) Hindi\***

**CRKO 201(F)-202(S) Korean\***

**CRSW 201(F)-202(S) Swahili\***

## **ECONOMICS (Div. II)**

*Chair, Professor DAVID J. ZIMMERMAN*

Professors: BRADBURY, C. HILL, HUSBANDS FEALING\*\*, MONTIEL, SCHAPIRO, S. SHEPPARD, WINSTON, ZIMMERMAN. Associate Professors: BRAINERD\*\*\*, GOLLIN\*\*\*, SWAMY\*. Assistant Professors: BAKIJA\*\*, DE BRAUW, GEIREGAT\*\*\*, GENTRY, KHAN, KOTCHEN, LOVE, MANI, OAK, P. PEDRONI, RAI, SCHMIDT, SHORE-SHEPPARD\*. Visiting Professor Emeritus: BRUTON. Visiting Associate Professor: SAMSON. Visiting Assistant Professors: MATHESON, GIBSON.

## MAJOR

For students who have already taken Economics 101, your course sequence should be Economics 101, any Economics course numbered 201 to 240 prior to taking Economics 251 or 251M, 252, and a statistical methods course (either 253 or 255, or Statistics 201 and 346) which should be taken before 401, plus any three economics electives of which at least two must be selected from advanced electives numbered 350 to 394, and Economics 401.

*(Please note that students who have taken Economics 101 cannot take Economics 110 or 120. Note that students cannot take Economics 110 or 120 without having passed the quantitative studies exam or the equivalent.)*

Students who are beginning their sequence with Economics 110 or Economics 120 should follow the following sequence:

Economics 110 Principles of Microeconomics  
 Economics 120 Principles of Macroeconomics  
 (Economics 110 and 120 may be taken separately and in any order)  
 Economics 251 Price and Allocation Theory  
 or Economics 251M Price and Allocation Theory *(This section of the Price and Allocation Theory course will employ a somewhat more mathematical exposition of microtheory.)*  
 Economics 252 Macroeconomics  
 One statistical methods course, Economics 253 or 255, or Mathematics 201 and 346. (The statistical methods course should be taken before 401.)  
 Three Economics electives, of which at least two must be selected from advanced electives numbered 350 to 394  
 Economics 401 Senior Seminar

To complete the major, economics students must receive a passing grade on the oral examination given in the course of Economics 401. A student who fails the oral examination must re-take the exam and receive a passing grade.

The primary objectives of the major are to develop an understanding of economic aspects of contemporary life and to equip the student to analyze economic issues of social policy. The introductory courses stress use of the basic elements of economic analysis for understanding and resolving such issues. The two required intermediate theory courses then provide a more thorough grounding in economics as a discipline by examining the strengths and weaknesses of the price system in allocating economics resources and by examining the aggregate processes which determine employment, inflation, and growth. A course in statistical methods (253 or 255, or alternatively, Statistics 201 plus Statistics 346) equips the major to understand and apply the basic tools of quantitative empirical analysis. Majors must take three electives, in at least two of which they apply parts of the theory learned in the required intermediate theory courses. In the senior seminar, the student studies a series of current theoretical or policy problems, applying analysis and research methods.

The normal requirement that nine economics courses be taken at Williams will usually be waived only on the basis of transferred credit deemed acceptable by the department. Credit is granted based on grades consistent with college policy on various examinations:

- ◆ Students who receive a 5 on the Microeconomics AP or Macroeconomics AP exam, or a 5 on each, may place out of Economics 110 or 120, or both, respectively, but major credit will be given for only one course.
- ◆ The Department will grant major credit for both Economics 110 and 120 to a student who receives a 6 or 7 on the higher-level Economics IB examination, and that student can place into any 200-level course or intermediate-level micro or macro course.
- ◆ For A levels credit, the Department will grant major credit for both Economics 110 and 120 to a student who receives a grade of A or B.

Prospective majors please note that instructors in all sections of Economics 251, 252, 253, and 255 feel free to use elementary calculus in assigned readings, lectures, problem sets, and examinations; therefore, Economics 110 and 120 and Mathematics 103 or its equivalent are required as prerequisites for these courses except for 251 which only requires Economics 110 and Mathematics 103 as a prerequisite. By elementary calculus is meant differentiation of single variable polynomial functions and conditions for a maximum or minimum; it does not include integration or multivariable calculus. Instructors in advanced electives (courses numbered 350-394) may also use elementary calculus in assigned readings, lectures, problem sets, and examinations. Students interested in graduate study in economics should consider studying more advanced mathematics; see your advisor for specific suggestions. Students are also reminded that some courses now have specific mathematics requirements; see course descriptions.

## Economics

### THE DEGREE WITH HONORS IN ECONOMICS

We encourage all majors who have at least a 3.5 GPA in economics courses to consider honors. To be admitted to candidacy for honors in economics a student must complete a substantial piece of independent research. Two routes to honors are open: the *Specialization Route* and the *Thesis Route*.

1) *Specialization Route*, consisting of these three units:

- a. Development of a thesis proposal in the second module of Economics 401;
- b. An honors winter study project (W030) in January of the senior year;
- c. Economics 404 Honors Seminar.

Students who have notified the department of their interest in writing an honors thesis will use the second module of Economics 401 to develop a thesis proposal. Such proposals frequently build on research papers completed for advanced electives, but this is not a requirement. If the proposal is accepted, the student will be admitted to W030. The department provides a memorandum to majors with more details every spring and fall.

2) *Thesis Route* (Economics 493-W031-494):

A few students each year will be accepted for year-long thesis research on a subject closely related to the scholarly interests of a faculty member. A student who hopes to do such independent and advanced research in close association with a faculty member should begin to work out a mutually satisfactory topic early in the second semester of his or her junior year. Application to the department must be made before the end of the junior year by submitting a detailed proposal for work under the supervision of the faculty member. The WSP of the senior year is also spent on the thesis.

The *College Bulletin* states that students who wish to receive honors must take at least one course in addition to the minimum number required for the major. Students who pursue a year-long thesis and therefore take *both* Economics 493 and 494 may substitute Economics 493 for an upper-level elective if they wish to. Students who pursue the Specialization Route to Honors may *not* substitute Economics 404 for an upper- (or lower-) level elective requirement.

### AFRICAN-AMERICAN STUDIES AND AREA STUDIES

A major in economics who concentrates in African-American or Area Studies may substitute the non-economics courses in the concentration for one lower-level elective in the Economics major, but not for an advanced elective (350-394).

*Note on Course Numbers:* Courses between 201 and 240 are lower-level electives and are open to first-year students who have taken 110 or 120 (or 101). Courses between 260 and 349 are intermediate electives which do not build on specific prior experience, but do require some maturity, so they have *any two economics courses or permission of instructor* as prerequisites. Courses 350 and above are advanced electives primarily designed for Economics and Political Economy majors and have intermediate theory prerequisites.

### ECON 110(F,S) Principles of Microeconomics (Q)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy. This course is required of Economics majors and highly recommended for those non-majors interested in Environmental Studies, Women's and Gender Studies and Political Economy. The department recommends that students follow this course with Principles of Macroeconomics or with a lower-level elective that has Economics 110 as its prerequisite. Students may alternatively proceed directly to Intermediate Microeconomics after taking this introductory course.

Format: lecture/discussion. Requirements: problem sets, quizzes, short essays, midterm, final exam. No prerequisites. *Enrollment limit: 40 (expected: 40).*

Hour: 8:30-9:45 MWF, 8:30-9:45 TR, 9:55-11:10 TR First Semester: BRAINERD, KOTCHEN, SCHMIDT  
9:55-11:10 TR, 8:30-9:45 MWF, 1:10-2:25 MR

Second Semester: BRADBURY, HUSBANDS FEALING, KOTCHEN

### ECON 120(F,S) Principles of Macroeconomics (Q)

An introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international trade. Economics 110 and 120 may be taken in either order.



Format: lecture/discussion. Requirements: problem sets, short essays, midterm(s), final exam.

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

Hour: 8:30-9:45 TR, 1:10-2:25 TF, 2:35-3:50 TF

First Semester: MATHESON, LOVE

8:30-9:45 TR, 9:55-11:10 TR, 1:10-2:25 TF, 2:35-3:50 TF Second Semester: MATHESON, SAMSON

### **ECON 203(S) Gender and Economics (Same as Women's and Gender Studies 203)**

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

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

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 25).*

Hour: 11:20-12:35 TR

SCHMIDT

### **ECON 204 Economic Development in Poor Countries (Same as Environmental Studies 234)**

*(Not offered 2003-2004)\**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ204.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ204.html))

### **ECON 205(S) Public Finance**

This course examines the role of the government in a market economy. Three broad issues are considered: when is government intervention in the economy appropriate? What is the most effective form of intervention? What effects do government policies have on individual incentives? The course will cover issues in both taxation and spending. Specific programs will be considered such as Social Security, Medicare, education, and public assistance for the poor. We will also discuss rationales and strategies for reforming the U.S. tax system.

Format: lecture/discussion. Requirements: two short policy memos, a midterm and a final.

Prerequisites: Economics 101 or Economics 110; students who have completed Economics 251 must have the permission of instructor. *Enrollment limit: 40 (expected: 30).*

Hour: 8:30-9:45 TR

SCHMIDT

### **ECON 207(F) China's Economic Transformation Since 1980\***

Over the past twenty years, China has undergone an unprecedented economic turnaround. Since opening the economy, average incomes in China have quadrupled and over 250 million people have been lifted out of poverty. In this course, we will study the transformation of China's economy from several perspectives. First, we will study the wildly successful transition of China from a commune-based economy to "market socialism." Within this study, we will discuss the ways that institutions and organizational structures in China have led to and have been changed by the economy in transition. We will then discuss the effects of trade on China's economy, and conclude by exploring the effect of China's rapid economic expansion on the environment. Throughout the course, we will consider ways China's economy will continue to change over the next ten to twenty years.

Requirements: at least one research paper and exam(s).

Prerequisites: Economics 110 or 101. *Enrollment limit: 40 (expected: 12).*

Hour: 2:35-3:50 MR

DE BRAUW

### **ECON 208(F) Modern Corporate Industry (Q)**

This course examines the role of the corporation in the American economy. Questions considered include the following: Are our markets competitive? How do firms compete with each other and why? What do we lose when monopoly exists? How does market structure affect advertising and technological progress? Why regulate corporate behavior in the areas of advertising, product safety, pollution, and occupational safety? Do we regulate effectively? What is the appropriate role of business in public policymaking?

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

Prerequisites: Economics 110; students who have completed Economics 251 must have permission of instructor. *Enrollment limit: 40 (expected: 25). Preference given to Economics majors.*

Hour: 9:55-11:10 TR

BRADBUD

### **ECON 209(F) Labor Economics**

This course covers basic labor markets and the determination of wages in the U.S. The determination of wages and employment levels through demand and supply of labor in competitive and non-competitive markets is the basis for analyzing the wide range of outcomes we observe in the U.S. Differences in earnings and employment are analyzed through a variety of mechanisms such as labor force participation, the role of unions, human capital accumulation and occupational choices. Topics with

## Economics

important public policy implications such as discrimination and affirmative action, minimum wages, and immigration will also be presented. Theoretical models will be presented and critiqued with empirical evidence from U.S. labor markets.

Format: lecture/discussion. Evaluation will be based on a combination of exams and short policy papers.

Prerequisites: Economics 110; students who have completed Economics 251 must have permission of instructor. *Enrollment limit: 40 (expected: 25). Preference given to first-year students and sophomores.*

Hour: 11:00-12:15 MWF

BRAINERD

### **ECON 211 Women in Development (Same as Women's and Gender Studies 211) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ211.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ211.html))

### **ECON 213 The Economics of Natural Resource Use (Same as Environmental Studies 213) (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ213.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ213.html))

GOLLIN

### **ECON 215 The World Economy (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ215.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ215.html))

### **ECON 216(S) Economics of Sports**

With annual attendance at sporting events exceeding 200 million in United States, sports has become big business in the United States. Player contracts exceeding \$100 million have become commonplace, and nearly 50 new professional sports facilities have been constructed in the last 10 years alone. What has caused this massive transformation of the sports landscape? This course covers the unique economic issues that face athletes and sports franchises including topics such as professional player salaries, competitive balance, anti-trust issues, public financing of sport facilities and mega-events, and college athletics. Theoretical models will be presented and critiqued with empirical evidence from U.S. and world sports teams and sports labor markets.

Format: lecture/discussion. Requirements: exams, written problem sets and research paper.

Prerequisites: Economics 110 or 101. *Enrollment limit: 40 (expected: 40). Preference given to Economics majors.*

Hour: 1:10-2:25 TF

MATHESON

### **ECON 220 American Economic History (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ220.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ220.html))

### **ECON 221(F) Economics of the Environment (Same as Environmental Studies 221) (Q)**

This course provides an introduction to the study of environmental economics. The goal is to convey an understanding of theoretical concepts as they apply to real-world environmental problems. Particular attention is given to situations where the free market fails to provide optimal outcomes. The theory includes externalities, public goods, common property resources, taxes, standards, tradable pollution permits, and inter-temporal discounting. Topics include benefit-cost analysis, non-market valuation, choice of different policy instruments (i.e., command-and-control versus market-based), renewable and non-renewable resource management, economic growth and the environment, and international environmental treaties.

Format: lecture/discussion. Requirements: written problem sets, short essays, midterm and final exam.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 25). Preference given to Economics majors.*

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

Hour: 1:10-2:25 MR

KOTCHEN

### **ECON 230 The Economics of Health and Health Care (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ230.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ230.html))

SHORE-SHEPPARD

### **ECON 235 Urban Centers and Urban Systems (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ235.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ235.html))

S. SHEPPARD

### **ECON 240T Colonialism and Underdevelopment in South Asia (Not offered 2003-2004)(W)\***

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ240.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ240.html))

SWAMY

### **ECON 251(F,S) Price and Allocation Theory (Q)**

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limita-

## Economics

tions of mainstream analysis. Instructors may use elementary calculus in assigned readings, lectures, exams, and problems.

Format: lecture. Requirements: problem sets, one or two midterms, and a final exam.

Prerequisites: Economics 110 and Mathematics 103 or its equivalent. *Enrollment limit: 25 (expected: 25).*

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF, 11:20-12:35 TR  
1:10-2:25 TF, 2:35-3:50 TF

First Semester: GENTRY, MANI  
Second Semester: OAK

### **ECON 251M(FS) Price and Allocation Theory (Q)**

These sections of Economics 251 will employ a somewhat more mathematical exposition of micro-theory and require Mathematics 105 or the equivalent.

Hour: 11:20-12:35 TR  
2:35-3:50 TF

First Semester: RAI  
Second Semester: RAI

### **ECON 252(FS) Macroeconomics (Q)**

A study of macroeconomic theory and policy: the determinants of aggregate output, employment and prices, and the tools of monetary and fiscal policy used by the government in attempts to promote growth and limit inflation. The purpose is both to explain macroeconomics theory and to use it as a framework for discussing the current state of the U.S. economy and for analyzing recent economic policy. Instructors may use elementary calculus in assigned readings, exams, and lectures.

Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Economics 110 and 120 and Mathematics 103 or its equivalent. *Expected enrollment: 30.*

Hour: 11:20-12:35 TR, 1:10-2:25 MR, 2:35-3:50 MR  
1:10-2:25 MR, 2:35-3:50 MR, 2:35-3:50 TF

First Semester: MATHESON, P. PEDRONI  
Second Semester: KHAN, LOVE

### **ECON 253(FS) Empirical Economic Methods (Q)**

An introduction to applied quantitative economic analysis. The course will acquaint students with the empirical dimension in economic research by familiarizing them with the basic empirical methods used by economists and with their strengths and limitations. Emphasis throughout will be on the practical application of the principles being developed. Computer work will be part of the course, but no previous training in computers is expected. Instructors may use elementary calculus in assigned readings, exams, and lectures. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Mathematics 103 or its equivalent and one course in Economics. *Enrollment limit: 35 (expected: 30).*

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF  
1:10-2:25 MR

First Semester: ZIMMERMAN  
Second Semester: DE BRAUW

### **ECON 255(S) Econometrics (Q)**

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Previous courses in statistics may prove helpful, but are not necessary. Highly recommended for students considering graduate training in economics or public policy. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and group presentations.

Prerequisites: Mathematics 105 and Statistics 101 (*formerly* Mathematics 143) or Statistics 201 or equivalent *plus* one course in Economics. *Enrollment limit: 25 (expected: 20).*

Hour: 11:00-12:15 MWF

GIBSON

### **ECON 301(F) Analytical Views of Political Economy (Same as Political Economy 301 and Political Science 333)**

(See under Political Economy for full description.)

### **ECON 317 Finance and Capital Markets (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ317.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ317.html))

GEIREGAT

## ADVANCED ELECTIVES

### **ECON 351(S) Tax Policy (Q)**

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,

## Economics

mainly through an examination of U.S. federal tax policy (though the search for possible reforms may lead us to examine policies from other countries). The course will examine the choice of the tax base (income or consumption), notations of fairness in taxation (e.g., the rate structure), the choice to tax corporate income separately from personal income, and a variety of specific tax policy issues (e.g., retirement saving, child care, the “marriage” tax, capital gains taxation, and the taxation of housing). Format: seminar/discussion. Requirements: short policy memos, paper, and final exam.

Prerequisites: Economics 251 and preferably some familiarity with statistical analysis. *Enrollment limit: 20 (expected: 10). Preference given to senior Economics majors.*

Hour: 2:35-3:50 MR

GENTRY

### **ECON 353 Decision-making and Judgment (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ353.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ353.html))

### **ECON 355 Feminist Economics (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ355.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ355.html))

### **ECON 357T(S) The Strange Economics of College (W)**

The course is going to focus on current economic problems in U.S. higher education with the ambitious intention of resolving—or at least illuminating—some of them in creative ways, using economic theory and careful analysis to do it. An understanding of the economics of colleges and universities and higher education that’s emerged only recently makes that a non-unreasonable aim. Topics include questions of access, choice and diversity of American higher education; economic and non-economic returns to higher education investments; and differences between private institutional goals and that of society.

Format: tutorial; will meet in groups of 3. Evaluation will be based on papers and discussions.

Prerequisites: 251. *Enrollment limit: 6 (expected: 6). Preference given to juniors and seniors.*

Hour: TBA

SCHAPIRO

### **ECON 358(F) International Economics**

Over the past decade and since World War II, the growth of world trade has significantly outpaced growth of real GDP to create an increasingly global marketplace. For a group of rapidly growing East Asian economies, the expansion of trade and the rise in the share of manufactured products in exports has been even more spectacular. This course will cover the theory and empirical analyses of the causes and consequences of international trade. Special attention will be focused on the relations between technology, trade, and economic growth. Topics covered will include trade and welfare, comparative advantage and its sources, the role of increasing returns and product differentiation, trade and economic growth, trade policy with and without market power, and foreign direct investment.

Format: lecture/discussion. Requirements: problem sets, a midterm, and a final exam.

Prerequisites: Economics 251 and 252. *Enrollment limit: 20.*

Hour: 2:35-3:50 MR

KHAN

### **ECON 359 The Economics of Higher Education (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ359.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ359.html))

D. ZIMMERMAN

### **ECON 360(FS) International Monetary Economics**

This course studies the macroeconomic behavior of economies that trade both goods and assets with other economies: international financial transactions, especially the buying and selling of foreign money, the role of central banks and private speculators in determining exchange rates and interest rates, and the effects of international transactions on the overall performance of an open economy. Additional topics may include the “asset market approach” to exchange rate determination, the nature and purpose of certain international institutions, and important current events.

Format: lecture. Requirements: two hour tests and a choice between a 10-page paper or a comprehensive final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 15-20.*

Hour: 11:00-12:15 MWF

1:10-2:25 MR

First Semester: MONTIEL

Second Semester: P. PEDRONI

### **ECON 362(S) Global Competitive Strategies**

This course examines the ways in which a country’s factor endowments, domestic market characteristics, and government policies promote or impede the global expansion of its industries and corporations. First, actual trade and investment decisions of multinational corporations are analyzed and compared to the predictions of international trade theory. Second, competitive strategies of indigenous and foreign rivals in U.S., Pacific rim, and European markets are explored. Third, the efficacy of government policies in promoting the competitiveness of industries in global markets is discussed. Case studies of firms, industries, and countries will be utilized.

Format: lecture/discussion. Requirements: a research paper and exam(s).

Prerequisites: Economics 251. *Enrollment limit: 20 (expected: 20). Preference given to senior Economics majors.*

Hour: 11:00-12:15 MWF

HUSBANDS FEALING

**ECON 363(F) Money and Banking**

This course consists of three broad areas of study. First, we will explore the role of money and its interaction with other economic variables. Second, we will study the role of the central bank and the conduct of monetary policy. Although special attention will be given to the organization and the operation of the Federal Reserve System, other monetary policy regimes will also be considered. Finally, we will look at the role of financial intermediaries (especially banks) in the flow of funds between savers and investors.

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

Prerequisites: Economics 252. *Enrollment limit: 30 (expected: 25).*

Hour: 9:55-11:10 TR

GEIREGAT

**ECON 364(F) Incentives and Information (Q)**

Asymmetries of information are pervasive in economic relationships. For instance, buyers know their own willingness to pay but sellers do not, and citizens know their earning ability but the government does not. Informed agents have an incentive to manipulate their private information for their own gain. Uninformed agents must design schemes to provide the right incentives. This course analyzes moral hazard, mechanism design and signaling models. It uses techniques from game theory and contract theory. Applications include auctions, insurance, health care, corruption and poverty reduction.

Format: seminar. Requirements: problem sets, midterm and final exam.

Prerequisites: Economics 251. *Enrollment limit: 20 (expected: 10). Preference given to senior and junior Economics majors.*

Hour: 2:35-3:50 TF

RAI

**ECON 365 Economic Reform in Eastern Europe and the Former Soviet Union (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ365.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ365.html))

BRAINERD

**ECON 366(F) Rural Economies of East Asia\***

This course will focus on understanding the ways village economies are changing in East Asia, analyzing the role of economic growth, development, women's roles, and migration in changing village economies.

Format: seminar.

Prerequisites: Economics 251; Economics 255 recommended. *Non-majors should consult with the instructor about taking the course. Enrollment limit: 20 (expected: 15).*

Hour: 11:20-12:35 TR

DE BRAUW

**ECON 367(S) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)**

Macroeconomics and related fields in international finance and development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the fields of macro, international finance and development. Topics to which these techniques will be applied include business cycle analysis and forecasting, sources of exchange rate volatility and determinants of long run economic growth. Computer work and programming will be an integral part of the course, but no previous training is expected.

Format: seminar. Requirements: short empirical projects, midterm, term paper.

Prerequisites: Economics 255 or equivalent and Economics 252. *Enrollment limit: 20 (expected: 15).*

Hour: 9:55-11:10 TR

P. PEDRONI

**ECON 369 Agriculture and Development Strategy (Same as Economics 512) (Not offered 2003-2004)**

(See under Economics 512 for full description.)

**ECON 371 Economic Justice (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ371.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ371.html))

ZIMMERMAN

**ECON 372 Public Choice (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ372.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ372.html))

OAK

**ECON 373(S) Open-Economy Macroeconomics (Same as Economics 513)**

(See under Economics 513 for full description.)

**ECON 375T(S) Speculative Attacks and Currency Crises (W)**

This course will review the causes and consequences of currency crises in industrial countries and emerging economies. Topics to be covered include analytical models of balance of payments crises, empirical research on the determinants of currency crises, the relationship between currency and banking crises, and the channels of "contagion" of crises across countries. The evolution of a series of important recent crises with systemic implications will be examined, including the European crisis of

## Economics

1992, the Mexican crisis of 1994, the Asian crisis in 1997, and the Russian crisis of 1998. Several more recent currency crises with effects more restricted to the crisis countries themselves will also be studied.

Format: tutorial. Requirements: a paper every other week.

Prerequisites: Economics 252. *Enrollment limit: 10.*

Hour: TBA

MONTIEL

### **ECON 376 The Economics of Labor (*Not offered 2003-2004*) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ376.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ376.html))

BRAINERD

### **ECON 377 Environmental Economics and Policy (Same as Environmental Studies 377) (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ377.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ377.html))

### **ECON 378(S) Public Finance (Same as Economics 503)**

(See under Economics 503 for full description.)

### **ECON 381 Regulation of Business (Same as Economics 519) (*Not offered 2003-2004*)**

(See under Economics 519 for full description.)

### **ECON 382 Industrial Organization (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ382.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ382.html))

### **ECON 383 Cities, Regions and the Economy (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ383.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ383.html))

S. SHEPPARD

### **ECON 384(S) Corporate Finance (Q)**

This course is similar to Economics 317, but it is at a more advanced level and is especially designed for economics and political economy majors. While 317 focuses on financial markets, 384 is a managerial perspective of how managers operate in these markets. This course analyzes the major financial decisions facing firms. Topics include capital budgeting, links between real and financial investments, capital structure choice, dividend policy, and firm valuation. Additional topics may include issues in corporate governance, managerial incentives and compensation, and corporate restructuring, such as mergers and acquisitions. A student may not receive credit for both 317 and 384.

Format: lecture/discussion. Requirements: problem sets, short projects such as case write ups, mid-term, and a final exam.

Prerequisites: Economics 251, 252, and some familiarity with statistics (e.g., Economics 253 or 255).

*Enrollment limit: 20 (expected: 15). Preference given to senior Economics majors.*

Hour: 11:20-12:35 TR

GENTRY

### **ECON 385(F) Games and Information (Q)**

Be it a trade treaty or a marketing war or an election or even a courtship; people think strategically, i.e., they formulate their own actions while anticipating others'. Game theory provides a unifying framework to study such strategic interactions. A special case of interest is games in which some players know more than others. For instance, a CEO (who happens to hold stock options) may know more about his/her company's future than others investors who hold stocks in that company. We study how such informational asymmetries influence people's strategies.

Many new insights emerge from the study of Games and Information: First, individually rational behavior need not maximize a society's welfare in any conceivable sense. Second, asymmetric information may lead to perverse incentives among individuals, causing certain types of markets to either function very inefficiently or to collapse altogether. And third, in light of the above points, we should pay close attention to designing the correct 'rules of the game'—rules of corporate governance, the regulatory framework, the law and the Constitution!

Format: lecture/discussion. Requirements: problem sets, a mid-term and a final.

Prerequisites: Economics 251; Mathematics 104 or permission of instructor. *Enrollment limit: 20 (expected: 15). Preference given to senior Economics majors.*

Hour: 2:35-3:50 MR

OAK

### **ECON 386(S) Environmental Policy and Natural Resource Management (Same as Economics 515)**

(See under Economics 515 for full description.)

### **ECON 387(S) Economic Transition in East Asia (Same as Economics 517)\***

(See under Economics 517 for full description.)

### **ECON 389(F) Developing Country Macroeconomics (Same as Economics 509)**

(See under Economics 509 for full description.)

### **ECON 391(F) Development Economics I (Same as Economics 501)\***

(See under Economics 501 for full description.)

**ECON 392(S) Development Economics II (Same as Economics 502)\***  
(See under Economics 502 for full description.)

**ECON 393(F) International Trade and Development (Same as Economics 507)**  
(See under Economics 507 for full description.)

**ECON 394 History of Economic Thought (Not offered 2003-2004)**  
(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ394.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ394.html))

**ECON 395(S) Development Finance (Same as Economics 508) (Q)**  
(See under Economics 508 for full description.)

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

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

With permission of the department, an approved project may count as one of the two advanced electives required for the major.

Prerequisites: consent of an instructor and of the department chair.

Members of the Department

**ECON 401(F) Senior Seminar**

The primary emphasis of this senior course is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems and theoretical issues. A series of current issues will be examined in seminars, with students carrying substantial responsibility in investigating relevant theoretical analyses and empirical information, and conducting the seminar discussion.

Format: seminar. Requirements: one long and one short paper, and an oral exam. *Students must pass the oral exam as a requirement to completing the major.*

Prerequisites: Economics 251, 252, 253/5 or Statistics 201, plus Statistics 346 or the equivalent. *Required of all senior Economics majors. Incoming seniors should leave both 401 time slots open for maximum choice of modules.*

Hour: 1:10-2:25 TF, 2:35-3:50 TF

BRADBURY, MANI, S. SHEPPARD

**ECON 401T(F) Senior Seminar—Economics of Community Development**

This course focuses attention on the economic issues that arise in understanding community development. Students will address such questions as: why do some cities grow, while others lose population? Why are some communities successful in attracting new firms and getting existing ones to expand? Why are some communities regarded as offering better 'quality of life' than others? Why do employees of local governments join unions in higher proportions than any other sector of the economy? How do decisions made in local governments affect the overall economy, and how does the economy and competition between communities affect local decisions? Thinking about such questions helps to develop skills in economic analysis and understanding of communities, the challenges they confront, and how to improve them. Students will be expected to read, discuss, and synthesize a variety of analytic approaches into their own analysis of particular community development questions. Students will be expected to work with and analyze data and to present the results of their analysis.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week; they will write a paper every other week, and comment on their partner's papers every other week. Students enrolled in this tutorial are required to participate for the full semester, even if pursuing a thesis by the specialized route.

*Enrollment limit: 10 (expected: 10). Preference given to senior Economics majors who have previously taken an urban course.*

Hour: TBA

S. SHEPPARD

**ECON W030-404(S) Honors Seminar**

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on his/her work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

Prerequisites: admission by the department, and for Economics 404, completion of Honors WSP. *Required for honors in Economics unless a student writes a year-long thesis.*

**ECON 493(F)-W031-494(S) Honors Thesis**

A year-long research project for those honors candidates admitted to this route to honors.

Prerequisites: admission by the department in the spring of the junior year.

**ECON W030 Honors Winter Study Project**

This course is to be taken by all candidates for honors by the "Specialization Route."

## Economics

### GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Juniors and seniors majoring in Economics or Political Economy may, with the permission of instructor, enroll in graduate courses given by the Center for Development Economics (described below). A Center course may substitute for an advanced elective in the major with permission of the *chair of the department*.

#### **ECON 501(F) Development Economics I (Same as Economics 391)\***

The course examines concepts, tools, and models in contemporary economic theory that have proved relevant to development problems, and their application in economic policymaking. Topics include growth processes and structural change; investment and sources of saving; capital, labor, and technological progress; policies for public, private, and foreign enterprises; policymaking and negotiation in governments; and policies for reducing poverty and inequality.

Format: lecture/discussion. Requirements: short papers, two midterms, and a final exam.

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:20-12:35 TR

GOLLIN

#### **ECON 502(S) Development Economics II (Same as Economics 392)\***

This course explores further aspects of economic theory and policy analysis which are most relevant to development problems. Topics include technological change and innovation; human capital accumulation, employment and labor markets; income distribution; agricultural and industrial development and development strategies; and the role of the government versus the role of the market in economic development.

Format: lecture. Requirements: weekly assignments, midterm, and a final.

Prerequisites: Economics 251, 252 and 253/5. *Expected enrollment: 30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 1:10-2:25 TF

GIBSON

#### **ECON 503(S) Public Finance (Same as Economics 378)**

Public finance is the branch of economics concerned with government expenditure and taxation, focusing primarily on microeconomic aspects of these activities. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what is a good policy?" This seminar will present the basic principles for public finance, and apply them to topics of particular importance in developing countries. The course will begin by considering the efficiency of market economics, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, and equity. Applications include environmental policy, education, health care, aid to the poor, and social security. We then move on to the economics of taxation, considering what kinds of taxes are used in developing countries, the economic and distributional effects of taxation, questions of administration and evasion, and options for reform such as the value added tax. Time permitting, we may also address topics such as public enterprises, political economy, and decentralization.

Format: lecture/discussion. Requirements: problem sets, two short papers, 10-page final paper, midterm, and a final exam.

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 2:35-3:50 MR

BAKIIA

#### **ECON 507(F) International Trade and Development (Same as Economics 393)**

This course explores foreign exchange problems of developing countries and possible means to deal with them; evolving theories of comparative advantage and their relevance to trade policy; strategies of import substitution and export promotion and their consequences for employment, growth, and income distribution; foreign investment, external debt, IMF stabilization programs, and the world financial system.

Format: lecture/discussion. Requirements: problem sets, two midterms, and a final.

Prerequisites: Economics 251 and 252; not open to students who have taken Economics 358. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 9:55-11:10 TR

KHAN

#### **ECON 508(S) Development Finance (Same as Economics 395) (Q)**

This seminar examines the relationship between finance and poverty. Topics include informal village financial institutions, entrepreneurship and financial constraints, design and evaluation of microcredit programs, debt relief, World Bank conditionality and foreign aid reform. The course emphasizes enforcement difficulties and information asymmetries in financial markets. We explore the potential for and limits of public intervention.

Format: seminar. Requirements: problem sets, midterm, final exam and a research paper.

Prerequisites: Economics 251. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:20-12:35 TR

RAI

#### **ECON 509(F) Developing Country Macroeconomics (Same as Economics 389)**

This course looks at financial aspects of development programs. Consideration is made of the role of finance in macroeconomic equilibrium, and fiscal and monetary policies in inflation and development



## Economics

of financial markets. The course examines the principal kinds of tax instruments, their impacts on investment and saving, resource allocation, stabilization, and the progressivity of tax burdens.

Format: lecture. Requirements: two hour tests and a comprehensive final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 25-30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 8:30-9:45 MWF

MONTIEL

### **ECON 510 Statistics/Econometrics (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ510.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ510.html))

D. ZIMMERMAN

### **ECON 511(F) Statistics/Econometrics**

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a more mathematical exposition.

Admission to 511 depends on previous background in statistics and mathematics.

Format: lecture/discussion. Requirements: problem sets, two hour exams, and a final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:00-12:15 MWF

GIBSON

### **ECON 512 Agriculture and Development Strategy (Same as Economics 369) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ512.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ512.html))

GOLLIN

### **ECON 513(S) Open-Economy Macroeconomics (Same as Economics 373)**

A study and discussion of the following topics: effects of the real exchange rate on the trade balance, devaluation and inflation, managing external shocks, external borrowing and debt management, and structural adjustment and growth.

Format: seminar. Requirements: problem sets, midterm, final, and a research paper.

Prerequisites: Economics 252, 509. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:00-12:15 MWF

MANI, LOVE

### **ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 367) (Q)**

(See under Economics 367 for full description.)

### **ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386)**

This course considers environmental protection and natural resource management as an element of development policy and planning. Economic concepts are applied to environmental and natural resource problems as they relate to developing countries. Questions to be covered include the following: How do institutions affect patterns of resource use? What is the relationship between economic growth and demand for environmental quality? How does trade affect environmental quality and resource exploitation? What are the tradeoffs between efficiency and equity when it comes to environmental protection and natural resource management? What are strategies for measuring and implementing sustainable development? Course subject matter consists of a combination of analytical models and country-specific studies.

Format: lecture/discussion. Requirements: written problem sets, research paper, midterm and final exam.

Prerequisites: Economics 251. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 8:30-9:45 TR

KOTCHEN

### **ECON 517(S) Economic Transition in East Asia (Same as Economics 387)\***

This course will examine the ways that economic transition has transformed East Asia over the past twenty years. We will compare and contrast reform policies in China, Vietnam, and Russia (with a focus on Russian Northeast Asia). We will build an understanding regarding the way different reform policies have affected these countries and the rest of East Asia. We will pay particular attention to the way market reforms have affected rural areas. Time permitting, we will discuss ways that reform might occur in North Korea when it opens to the West.

Requirements: a midterm, final paper, four to five problem sets, three papers of 5-7 pages each.

Prerequisites: Economics 251 or 501. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 8:30-9:45 MWF

DE BRAUW

### **ECON 519 Regulation of Business (Same as Economics 381) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/econ/econ519.html](http://www.williams.edu/Registrar/catalog/depts/econ/econ519.html))

BRADBURY

## *Economics, English*

### **ECON 520(S) Research Studies**

In this course, each Fellow carries out an individual research study on a topic in which he or she has particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

## **ENGLISH (Div. I)**

*Chair, Professor CHRISTOPHER PYE*

Professors: I. BELL, R. BELL, BUNDTZEN, FIX, KNOPP\*, LIMON, PYE, RAAB\*, J. SHEPARD, D. L. SMITH\*\*\*, SOKOLSKY, SWANN\*, TIFFT. Margaret Bundy Scott Visiting Professor: ELLMANN. Visiting Professors: L. GRAVER, S. GRAVER. Associate Professors: CASE, KENT\*\*, KLEINER, P. MURPHY, ROSENHEIM. Assistant Professor: CHAKKALAKAL\*, T. DAVIS. Visiting Associate Professor: PETHICA. Visiting Assistant Professors: BOELCSKEVY, LUPTON. Senior Lecturers: CLEGHORN, GLÜCK\*\*\*. Part-time Lecturers: DE GOOYER, K. SHEPARD§. Bolin Fellow: PHAN.

### **COURSES AND COURSE-NUMBERING**

The course offerings in English enable students, whether majors or non-majors, to explore literature in a variety of ways, and to satisfy their interests in particular authors, literary periods, and genres. They emphasize interpretive skills, systematic and critical thinking, and careful attention to the generic, cultural, and historical contexts of literature written in English.

#### **100-LEVEL COURSES**

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills—techniques of reading—as well as skills in writing and argumentation. The department also offers English 150, *Expository Writing*, a course focusing on rudimentary writing skills. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course other than 150 is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature.

#### **200-LEVEL COURSES**

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English Majors, or who are interested in pursuing upper-level course work in the department. *All Gateway courses are writing-intensive. Completion of a Gateway course is a requirement for the major.*

#### **300-LEVEL COURSES**

The majority of English Department courses are at the 300 level. 300-level courses are open to sophomores, juniors, and seniors. They are normally not open to first-year students, although in exceptional cases first-year students may enroll in a 300-level course with consent of the instructor.

#### **400-LEVEL COURSES**

400-level courses are intensive, discussion-oriented classes that place a premium on independent, student-initiated work. Such classes can be structured in a variety of ways. A course might alternate tutorial sessions with seminar meetings, or it might take the form of a colloquium, with discussions organized around individual or group presentations on different aspects of a topic. Or a class might be oriented around a long final paper on a topic of the student's devising and involve conferences focused on the progress of that project. Limited to 15 students, 400-level courses are open to students who have completed at least one 300-level English course; they should be attractive to any student interested in a course that emphasizes intensive discussion and independent work.

### **ADVISING**

All junior and senior English majors are assigned a departmental faculty member as an advisor. Students' preferences for advisors are solicited during the preregistration period in April, and assignments are announced at the start of the school year.

Non-majors who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

### **MAJOR**

Majors are urged to select a balance of intermediate and advanced courses, and to choose classes from both the American and British traditions. Each student can fashion his or her own sequence of

study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses.

They are also urged to elect collateral courses in subjects such as art, music, history, comparative literature, philosophy, religion, theatre, and foreign languages with a view to supporting and broadening their studies in literature. In particular, the study of classical and modern languages, as well as of foreign literatures, is strongly recommended.

#### Requirements

The nine courses required for the major must include the following:

- 1) Any 100-level English class except English 150. Students exempted by the department from 100-level courses will substitute an elective course.
- 2) At least *two* courses dealing primarily with literature written before 1700 (identified in parentheses at the end of the course description).
- 3) At least *two* courses dealing primarily with literature written between 1700 and 1900 (identified in parentheses at the end of the course description).
- 4) At least *one* course dealing primarily with literature written after 1900 (identified in parentheses at the end of the course description).
- 5) At least *one* "criticism" course (identified in parentheses at the end of course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. Please note that when a criticism course also deals with literature satisfying a historical distribution requirement (pre-1700, 1700-1900, etc.), the course may be used to satisfy either the criticism or the chronological requirement, *but not both*.
- 6) At least *one* 200-level Gateway course (listed at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Period or Criticism requirement *as well as* a Gateway requirement.)

The English Department encourages majors to consider courses offered in the Comparative Literature Program. The English Department will allow students to count *one* course with a COMP prefix as an *elective* in the English major. This course must be an *elective*; it may not be used to satisfy the department's historical distribution, criticism, or gateway requirements.

#### THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three different routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. The requirements of each are described below. Candidates for the program should normally have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors by April of the junior year. For the Class of 2003, the Director of Honors is Professor Kathryn Kent.

*All routes require honors students to take a minimum of TEN regular-semester courses (rather than the nine otherwise required for the major), and to devote their senior year winter study course to their honors projects.* More specifically:

Students doing a *creative writing thesis* must, by graduation, take at least *nine* regular-semester courses, and, in addition, take English 497 (Honors Independent Study, fall) and English 031 (Honors Thesis, winter study) during senior year.

Students writing a *critical thesis* must, by graduation, take at least *eight* regular-semester courses, and, in addition, take English 497 and English 498 (Honors Independent Study, fall and spring) and English 031 (Senior Thesis, winter study) during senior year.

Students pursuing a *critical specialization* must, by graduation, take at least *eight* regular-semester courses, and in addition, take English 497 and English 498 (Honors Independent Study, fall and spring) and English 030 (Honors Colloquium: Specialization Route, winter study) during senior year.

A student who is highly-qualified to pursue honors, but who, for compelling reasons, is unable to pursue a year-long project, may petition the department for permission to pursue a critical thesis or critical specialization over one semester and the winter study term. Since the norm for these projects is a full year, such permission will be granted only in exceptional circumstances. If granted, the standards for admission and for evaluating the final project would be identical to those that apply to year-long honors projects.

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor, as well as with the director of honors, before April of the junior year. In early-April, candidates submit a 1-page preliminary proposal that provides as specific a description as possible of the proposed project. The director of honors reviews proposals with the faculty advisor, and then makes a recommendation to the whole department. Students whose proposals are accepted receive provisional admission to the program at this time. Students not admitted to the honors program are

## *English*

advised, when appropriate, about other possible ways of pursuing their interests (e.g., independent studies, regular departmental courses).

Admitted students must consult with their advisors before the end of the spring semester of junior year to discuss reading or work pertinent to writing the formal honors prospectus. This prospectus, due in early August before the fall semester of senior year, is a decisive factor in final admission to the program. Two copies of the formal prospectus must be submitted—one to the director of honors, and the other to the student's advisor. After reviewing the prospectuses and consulting with advisors, the department's honors committee determines final admission to the program. Applicants are notified during the first week of the fall term.

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do the equivalent of at least B+ work to continue in the program. Should the student's work in the fall semester not meet this minimal standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English 030 or 031) to enroll in English 498 in the spring semester. When such is not the case, the winter study course will be converted to an independent study "99."

Students are required to submit to their advisor, on the due dates specified below, three final copies of their written work. While letter grades for honors courses are assigned by the faculty advisor, the recommendation about honors is made by two other faculty members, who serve as readers of the student's work. These readers, after consulting with the faculty advisor, report their recommendation to the whole department, which awards either *Highest Honors*, *Honors*, or no honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the spring semester of the senior year. Highest honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional. All students who are awarded honors participate in a series of informal presentations at the end of the spring term in senior year.

### *Creative Writing Thesis*

The creative writing thesis involves the completion of a significant body of fiction or poetry during the fall semester and winter study of the senior year. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Since a student will most likely include in the thesis writing done in earlier semesters, a creative writing thesis usually involves only the fall semester and the winter study period, rather than the full year allotted to complete the critical essay.

Requirements for admission include outstanding work in an introductory and an advanced workshop, a recommendation from one of the creative writing teachers (who will then act as thesis advisor), a brief preliminary proposal, and the approval of the departmental honors committee. The formal prospectus consists of a 1-page description of the project, including its relation to work completed and in-progress. Students must also submit a writing sample. A creative writing thesis begun in the fall is due on the last day of winter study. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

### *Critical Thesis*

The critical thesis involves writing a substantial scholarly and/or critical essay during both semesters as well as the winter study period of the senior year. The formal prospectus, a 2- to 3-page description of the thesis project, should present a coherent proposal indicating the range of the thesis, the questions to be investigated, the methods to be used, and the arguments likely to be considered, along with a brief bibliography.

Significant progress on the thesis, including a substantial amount of writing (to be determined by student and advisor), is required by the end of the fall semester. A first draft of the thesis must be completed by the end of the winter study period. The spring semester is to be devoted to revising and refining the work and to shaping its several chapters into a unified argument. Ideally, the length of the honors essay will be about 15,000 words (roughly 45 pages). In no case should the thesis be longer than 25,000 words, including notes. The finished thesis is due on the second Friday following spring break.

### *Critical Specialization*

The critical specialization route is intended to provide students with an opportunity for making a series of forays into an area of interest that is both broad in scope and related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The critical specialization must be united by a common area of interest, such as a given literary form or historical period, a topic that cuts across several periods, an issue in literary theory, a topic that connects literary and cultural issues, a comparative literature or interdisciplinary topic. Students are encouraged to propose specialization topics of their own devising. The following examples are meant only to suggest the kinds of topics appropriate to a critical specialization: lyric traditions, postmodern narrative, magic realism, Dante and modern literature, Freud and literature, the poet as citizen, new historicist approaches to literature, feminist film criticism.

In addition to reading primary works, the student is expected to read secondary sources, which describe or define issues critical to the area of specialization. The formal prospectus, a 2- to 3-page description of the project, should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. This prospectus should also describe the relation between previous course work and the proposed specialization, and include a brief bibliography of secondary works. The pursuit of the specialization route requires the following: (1) writing a set of three essays, each about 10 pages long (a page being approximately 250 words), which together advance a flexibly-related set of arguments. The first two essays are due by the end of the fall semester, and the third by the end of winter study; (2) developing an extended annotated bibliography (about 4-5 pages long) of selected secondary sources, explaining their importance to the area of specialization (due mid-February); (3) meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) writing a fourth essay of 10-12 pages, the purpose of which is to consider matters that arose during the faculty-student discussion and to reflect on the evolution and outcome of the intellectual journey undertaken by the student. This final essay is due on the second Friday after spring break.

The same three faculty members are involved throughout the assessment process, and the standards and methods of evaluation are the same as for other kinds of honors projects, with the following exception: For the specialization route, the evaluation will also include the student's performance in the discussion with the three faculty readers, and that discussion will include not only the student's writing but also secondary sources.

## COURSES

### 100-LEVEL COURSES (except English 150)

Through small class discussions (limited in size to 19 students per section) and frequent writing assignments, 100-level English courses ask students to develop their skills as readers and as analytical writers. Each course assigns 20 pages of writing in various forms. These courses are prerequisites for taking most other English courses. Students who receive a 5 on the AP English Literature exam may take upper-level courses without first taking a 100-level. *All 100-level English courses are writing intensive.*

#### ENGL 107(F) Green World (Same as Environmental Studies 107) (W)

This course will explore the rich and various ways in which literature has constructed and interpreted the green-written world: as the symbol of youth, love, beauty, and passing time; as a pastoral paradise where man's fall from grace brings death into the world; as a scene of cyclical renewal and spiritual rebirth; as the archetypal symbol of man's desire to transform chaos into civilization and art—to tame, order, idealize, and copy nature's bounty while humanizing, plundering, and destroying the environment. We will engage a wide range of genres from the Renaissance to the present: Burnett's classic children's book, *The Secret Garden*, Shakespeare's comedy, *As You Like It*, selected nature lyrics from the Renaissance to the present; Glück's *The Wild Iris*, Woolf's *To the Lighthouse*, contemporary prose meditations on building gardens and protecting the earth by Jamaica Kincaid and Michael Pollan. We will conclude with the hilarious Peter Sellers film, *Being There*, where Chance's proverbial gardening lore is taken for political wisdom.

Format: discussion/seminar. Requirements: active participation in class discussion, and 20 pages of writing in the form of short essays.

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

Hour: 1:10-2:25 MR

I. BELL

#### ENGL 108(F) Forms of Revenge (W)

Even in its most brutal expression, revenge lies close to art. Writers in almost every period have exploited this affinity and vengeance is as basic to the detective novel and the suburban sitcom as it is to ancient epic and the medieval fabliau. In this course, we will consider the representation of revenge in a range of genres. Works by Homer, Shakespeare, Poe, Nabokov, Neil Jordan and Lucille Ball.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of short papers.

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

Hour: 9:55-11:10 TR

KLEINER

#### ENGL 109(F) Now and Then: Classic African American Literature (Same as American Studies 109) (W)\*

This course explores the changing audiences for African American Literature through an examination of three genres of African American Literature: The Slave Narrative, The Urban Novel, and The Folk Tradition. We will read a range of text to understand each genre's early beginnings as well as the pressures varying times and different audiences exert on the form. Slave Narratives by Harriet Jacobs and Frederick Douglass will be juxtaposed to fictional Neo Slave Narratives by Octavia Butler and Toni Morrison. The Urban Novel will be explored in its Naturalist form (Richard Wright and Ann Petry) and its modernist form, Ellison's *Invisible Man*. We will consider the richness of the Folk Tradition in Charles Chesnutt and Gloria Naylor. Throughout the course we will consider issues of gender and

## English

class as taken up in these texts.

Format: discussion/seminar. Requirements: active participation in class and 20 pages of writing in the form of journal entries and short papers.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students.* Two sections.

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF

BOELCSKEY

### ENGL 110(S) The Nineteenth-Century American Short Story (W)

This class will emphasize the development of critical reading skills through its focus on the short story, a particularly crucial genre in the nineteenth century. We will examine the humorous, grotesque, political, and realistic strains of short fiction in America across the century, and consider the function of the story as both an artistic practice of economy and as a presence in periodical publishing—where it functions both to entertain and to editorialize. Readings include a range of authors, such as Hawthorne, Poe, Edward Everett Hale, Rebecca Harding Davis, Bret Harte, Sarah Orne Jewett, Charles Chestnutt, and Henry James.

Format: discussion/seminar. Requirements: class participation and 20 pages of writing in the form of frequent short papers.

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

Hour: 11:20-12:35 TR

T. DAVIS

### ENGL 113(F) Critical Reading (W)

What determines a text's "meaning"? What makes a text "literary"? Is it something fundamental to the text itself? Is it the circumstances in which we encounter it? Or is it the preoccupations and interests we ourselves bring to it—in other words, the way we read it? This course will focus on key skills and issues involved in critical reading of literary texts. It will be organized around a series of such fundamental questions as: What characterizes "interpretation"? What do literary texts expect of us? What pleasures and parameters are established by the way(s) we read? Where does meaning come from: author, reader, text? How does the form or genre of a work influence our interpretation of it? How is our understanding of a text shaped by the contexts in which we encounter it, or by the literary traditions in which it was written? We will address these questions by reading and interpreting literary texts (mainly short fiction and poetry) and pertinent critical and theoretical essays. Our readings, and our written work, will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpreting. The course is intended both to develop students' skills in reading, writing about, and discussing literary texts, and to complicate their understanding of potential pleasures and profits of critical interpretation.

Format: discussion/seminar. Requirements: four formal papers ranging from 3-7 pages, several short informal writing assignments, participation in two tutorial meetings and active contribution to discussion.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students.* Four sections.

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

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF, 9:55-11:10 TR, 1:10-2:25 TF

CASE, PETHICA

### ENGL 115(S) Narrative and Narrative Experience (W)

Forming and sharing and thinking about stories is our primary way of organizing experience; through them we make life and the world understandable and open to mastery. In this course we will read narratives across time, from antiquity to the present day, and across their wide diversity of forms, from poetry to novels to comic books, from plays to film and television. We will investigate the ways in which narrative has been put to use as an organizer of experience, and the ways in which it has been put to use in specific historical and political situations. Possible authors and works include Homer, *Sir Gawain and the Green Knight*, Conan Doyle, Joyce, Nabokov, and Shakespeare, among others.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of short papers.

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

Hour: 11:00-12:15 MWF

P. MURPHY

### ENGL 119(F) Literature and Social Change (W)

Underlying the title of this course is a question about how, and if, fiction can change society. How does literature exercise criticism of the society which gives rise to its being written in the first place? This debate has influenced theories of art throughout the nineteenth and twentieth centuries. For writers, particularly those influenced by Marx's account of society, it is often difficult to imagine that something cultural can affect the way that society and its economy are reproduced. On the other hand, it can be equally difficult for those who defend the ideal of "art for art's sake" to imagine literature which has political aims being good literature. In this course we will read novels by authors who have tackled the theory and the practice of what it means to see, and to write, literature that explicitly calls for social change. We will read Mary Wollstonecraft's *Maria, or The Wrongs of Woman*, George Gissing's *New Grub Street*, Charles Dickens's *Hard Times*, and Jack London's *Martin Eden* as well as a range of theorists, philosophers, and sociologists who have approached the question of how literature is-or isn't- linked to explicitly political or revolutionary movements.

Format: discussion/seminar. Requirements: active participation in class discussion, and 20 pages of writing in the form of short essays.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students.* Two sections.

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF

LUPTON

**ENGL 120(FS) The Nature of Narrative (Same as Comparative Literature 111) (W)**

(See under Comparative Literature for full description.)

Note: English 120 may be used as the prerequisite for other English courses.

**ENGL 121(S) Precocity (W)**

Precocity—knowing too much too early and without understanding the implications of what you know—is often the subject of literary texts, perhaps because it dramatizes the stakes of interpreting. Precocity can emerge in a character, 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 crisis of character and of narrative. We will read Nabokov's *Lolita*, James' *The Turn of the Screw*, Stoppard's play *Arcadia*, and a range of poems and stories.

Format: discussion/seminar. Requirements: students will write four short papers totaling 15-20 pages.

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

Hour: 9:55-11:10 TR

SOKOLSKY

**ENGL 122(S) The Syntactic Structure of English (Same as Linguistics 121) (W)**

(See under Linguistics for full description.)

**ENGL 126(F) Stupidity and Intelligence (W)**

Stupidity fascinates authors, and they do not merely despise it—they feel it and make us feel it. Why? Around the same time that psychologists began measuring and ranking intelligence—and stupidity, under various names, of course occupied the space below (average) intelligence—literary authors were finding types of stupidity within intelligence. What is stupidity? Why can't it stay sequestered from intelligence? Is there such a thing as literary stupidity? (Can one be specifically a bad reader not only of books but of life?) What are the problems of intelligence? We shall be reading stories, novels, and plays by Melville, Poe, Henry James, Kafka, Borges, Stoppard and others, and we shall be viewing several films.

Format: discussion/seminar. Requirements: active class participation, and five papers totaling 20 pages.

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

Hour: 8:30-9:45 TR

LIMON

**ENGL 134(F) New American Fiction (W)**

An exploration and examination of the very recent (last ten to twenty years) development of American fiction. A discussion class in which we will examine short stories and/or novels by such writers as Tobias Wolff, Annie Proulx, Lorrie Moore, Rick Moody, Junot Diaz, Jhumpa Lahiri, and Tim O'Brien.

Format: discussion/seminar. Evaluation will be based on class participation, four short papers, and a final paper.

No prerequisite. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students.* Two sections.

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

K. SHEPARD

**ENGL 137(F) Shakespeare's Warriors and Politicians (W)**

From history, legend, and his own imaginative powers, Shakespeare has fashioned superlative warriors: Hotspur, Othello, Macbeth, Antony, and Coriolanus are larger-than-life soldiers on the battlefield. They are, however, frequently undone by love and politics. Hotspur is no match for the shrewd political maneuvering of Prince Hal; Othello's love for Desdemona turns to hate through the machinations of the Machiavellian Iago; Macbeth is pushed to regicide by his wife; and Antony is twice undone—made "a strumpet's fool" by Cleopatra and defeated by a mere "boy" in the supreme politician Octavius Caesar. This course will examine seven plays by Shakespeare, where the virtues and weaknesses of the warrior and the politician are seen to be in tension: *Richard III*, *Henry IV, Part I*, *Othello*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, and *Troilus and Cressida*. In the last two plays, Shakespeare portrays the convergence of sex, war, and politics with a new cynicism that leaves no character unscathed.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of four essays, ranging in length from 3-7 pages, and several short journal-style writing assignments, as well as active participation in class.

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

Hour: 1:10-2:25 MR

BUNDTZEN

**ENGL 142(S) Radio, Radio (W)**

*Radio, Radio* is a seminar devoted to making and interpreting non-fiction audio. Using unobtrusive recording technology we will learn to do field recording, interviews, and post-production editing. We

## English

will use this process to ask fundamental questions about the media, the functions of stories, and our relation to the world. How do we identify worthwhile stories? How do we understand their representativeness? When does an editor's manipulation become unethical or untrue? We will aim to vest our answers to these questions in the form and content of our audio work. We will also spend considerable time critiquing student work. Critical readings in media theory, radio history, and cultural history will be assigned.

Format: seminar. Requirements: students must attend three specially arranged evening labs in audio acquisition and editing. Assignments will include several short written exercises analyzing particular readings and audio assignments; an editing assignment using found footage; and the production of two short (4-6 minute) audio essays. Students will occasionally be required to work in teams.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to first-year students, and then to sophomores, English majors, and junior/senior non-majors.*

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

Hour: 8:30-9:45 MWF

ROSENHEIM

### ENGL 150(F) Expository Writing (W)

This is a course in basic problems of expository writing. It is not designed for students interested in writing prose fiction or in simply polishing their style. Its goal is to teach students how to write a clear, well-argued, intelligible paper. Readings will be taken from a writing handbook and a collection of essays.

Format: discussion/seminar. Requirements: a substantial amount of writing will be assigned in the form of short essays. Regular class meetings will be supplemented by individual conferences.

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

Hour: 11:00-12:15 MWF

K. SHEPARD

### ENGL 150(S) Expository Writing (W)

This is the same course as English 150(F), except that admission to the course in the spring semester is determined not by diagnostic examination, but by the permission of instructor.

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

Hour: 1:10-2:25 MR

DE GOOYER

## 200-LEVEL COURSES

### ENGL 201(F,S) Shakespeare's Major Plays

A consideration of about eight to ten of Shakespeare's major plays, with particular attention to his uses of language, his developing powers as a dramatist and poet, and the critical and theatrical possibilities of his works.

Requirements: vary by section, but usually include two papers, sometimes a midterm exam, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 35 per section (expected: 35 per section).* Three sections.

(Pre-1700)

Hour: 1:10-2:25 TF

1:10-2:25 MR, 11:00-12:15 MWF

First Semester: I. BELL

Second Semester: BUNDTZEN, PYE

### ENGL 202(S) Modern Drama (Same as Comparative Literature 202 and Theatre 312)

An introduction to some of the major plays of the late-nineteenth and twentieth centuries, including such works as Ibsen's *The Wild Duck* and *Hedda Gabler*, Strindberg's *The Father* and *Miss Julie*, Chekhov's *The Cherry Orchard*, Wilde's *The Importance of Being Earnest*, Shaw's *Heartbreak House*, Pirandello's *Six Characters in Search of an Author*, O'Neill's *A Long Day's Journey Into Night*, Brecht's *Mother Courage*, Beckett's *Waiting for Godot*, Pinter's *Homecoming*, and Stoppard's *Arcadia*.

Format: lecture/discussion. Requirements: two 4- to 5-page papers, a scheduled final exam, and regular participation in class discussion.

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

(Post-1900)

Hour: 9:55-11:10 TR

L. GRAVER

### ENGL 204(F) The Feature Film (Same as Comparative Literature 224)

An introduction to film narrative. The major emphasis will be on the formal properties of film as a medium for telling stories, but attention will also be given to theoretical accounts of the nature of cinema, to genre, and to significant developments in the history of cinema. Students will view films by such directors as Keaton, Welles, Kurosawa, Hitchcock, Sirk, Polanski, Scorsese and Spielberg. Critical readings will be assigned.

Format: lecture/discussion. Requirements: one short written exercise; one six-page paper; a midterm and a final exam.

No prerequisites. *Enrollment limit: 90 (expected: 90). Preference given as follows: (1) English and*



*Comparative Literature majors; (2) sophomores; (3) junior non-majors; (4) senior non-majors; (5) first-year students.*

(Post-1900)

Hour: 11:20-12:35 TR

ROSENHEIM and J. SHEPARD

**ENGL 209(F) American Literature: Origins to 1865 (Same as American Studies 209)**

This survey of American writing before 1865 will trace literary forms including the sermon, the essay, the romance, and the slave narrative, and inquire into the value and authority associated with these different modes of writing. In addition, we will reflect upon the difficulties in constructing an American literature and the way authors have understood their work as a way of teaching, entertaining, expressing, or even escaping America. Readings will include John Smith, Anne Bradstreet, Mary Rowlandson, Jonathan Edwards, Benjamin Franklin, James Fennimore Cooper, Ralph Waldo Emerson, Edgar Allan Poe, Nathaniel Hawthorne, and Frederick Douglass.

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

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 40 (expected: 40).*

(1700-1900)

Hour: 11:20-12:35 TR

T. DAVIS

**ENGL 210(S) American Literature: 1865-Present (Same as American Studies 210)**

This course is designed to provide an introduction to American literature from the post-Civil War period to the present. Beginning with Walt Whitman, we will read a series of influential American texts—both fiction and poetry. We will situate these works not only within the literary movements of the time (e.g., realism, modernism, and postmodernism), but also within other important historical and cultural occurrences (e.g., immigration and migration, civil rights, commodity culture). Throughout, the emphasis will be on the diverse, sometimes conflicting traditions that make up the American literary canon. Readings may include works by such authors as Twain, Chopin, Chesnut, Hemingway, Hughes, Hurston, Faulkner, Ellison, Ginsburg, Pynchon, Morrison, and Cisneros.

Format: lecture/discussion. Requirements: two papers, midterm and final exams.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 40 (expected: 40).*

(Post-1900)

Hour: 1:10-2:25 TF

CLEGHORN

**ENGL 211(F) British Literature: Middle Ages Through the Renaissance**

A survey of the major figures and movements of English literature through the first part of the seventeenth century: Chaucer, Marlowe, Spenser, Shakespeare, Donne, and others. The goal of the course is a critical and historical understanding of the English literary tradition, with practice in close reading and critical writing.

Format: lecture/discussion. Requirements: frequent short exercises, two 5- to 7-page papers, midterm and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to sophomores and to first-year students who have placed out of 100-level courses.*

(Pre-1700)

Hour: 8:30-9:45 TR

KLEINER

**ENGL 212(S) British Literature: Restoration Through the Nineteenth Century**

A survey of the major movements and figures of English literature from the mid-seventeenth century through the nineteenth century: Neo-classicism, Romanticism, and Victorianism; and such authors as Milton, Pope, Swift, Johnson, Wordsworth, Shelley, Byron, Keats, Tennyson, Arnold, and the Brownings. The course looks at how artistic forms and strategies change over time and also at how the language and style of the text engage political and social concerns along with inward, individual life.

Format: lecture/discussion. Requirements: class participation, weekly blackboard responses, two 4- to 6-page papers, an hour test, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(1700-1900)

Hour: 2:35-3:50 TF

S. GRAVER

**ENGL 214 Drama/Trauma: Theatres of the Psyche (Same as Comparative Literature 212 and Theatre 212) (Not offered 2003-2004)**

(See under Theatre for full description.)

**ENGL 216(S) Introduction to the Novel**

A team-taught lecture course on the development of the novel as a literary form. Texts include: Henry Fielding's *Tom Jones*; Jane Austen's *Emma*; Charles Dickens' *Great Expectations*; James Joyce's *A Portrait of the Artist as a Young Man*; William Faulkner's *The Sound and the Fury*; Vladimir Nabokov's *Lolita*; and Toni Morrison's *Song of Solomon*. Occasional sessions will be scheduled during the term for informal discussions and questions.

Format: lecture. Requirements: midterm and final exams, and occasional short writing exercises.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 100 (expected: 100).*

Hour: 10:00-10:50 MWF

R. BELL and FIX

## English

### ENGL 217T(F) Shakespearean Comedy (W)

This tutorial will explore the comic elements of five Shakespeare plays: *A Midsummer Night's Dream*, *Twelfth Night*, *Much Ado About Nothing*, *Henry the Fourth, part one*, and *Anthony and Cleopatra*. Though we will consider numerous theories of comedy, our emphasis will be mainly practical criticism, focused on the texts: why and how is this comical? What does this humorous character or that comic scene contribute to the play? What are some larger patterns of comedy? How does this play apply, revise, or complicate the traditional patterns? How central is comedy to the play's vision? We will explore the nature of comedy generally with some reading in comic theory (Hobbes, Bergson, Meredith, Freud, Bakhtin, Frye) and Shakespearean criticism (C. L. Barber, Helen Gardner, Alvin Kernan, Susanne K. Langer, Anne Barton, etc). We will also view and discuss several films, including Orson Welles's "Chimes at Midnight" and Kenneth Branagh's "Much Ado." The emphasis of the course is upon Shakespeare's language and dramatic art.

Format: tutorial. Requirements: students meet weekly with a tutorial partner and the instructor to discuss one student's paper and the other student's response. Each student writes five 5-page arguments and five 2-page critiques.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to sophomores considering the English major.*

(Pre-1700)

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

R. BELL

### ENGL 219(F) Literature by Women (Same as Women's and Gender Studies 219)

This course will consider literary works by women in English as occasions where women acknowledge and confront both each other and a literary culture which has traditionally defined feminine identity and excluded female voices. Among the issues we will explore are: Are there significant intertextualities amongst women writers, enough that we might argue for women's literary "traditions," either in terms of form or content? What are the unique difficulties women face as creators, as opposed to just subjects, of literature? Can writing serve as a form of resistance, and if so, how? How is femininity articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? While including a wide range of women, the course may study in greater depth such writers as Kate Chopin, Virginia Woolf, Adrienne Rich, Sylvia Plath, Toni Morrison, Audre Lorde, Maxine Hong Kingston, and Margaret Atwood.

Format: discussion/seminar. Requirements: one 4- to 5-page essay, one 6- to 8-page essay, midterm and final exams.

No prerequisites. *Enrollment limit: 40 (expected: 25-30).*

(Post-1900)

Hour: 2:35-3:50 MR

BUNDTZEN

### ENGL 220(FS) Introduction to African-American Writing (Same as American Studies 220)\*

This course will examine texts by some of the most influential African-American writers, analyzing the common themes and narrative strategies that constitute what may be defined as an African-American literary tradition. Authors to be considered may include Phillis Wheatley, Frederick Douglass, W. E. B. DuBois, Langston Hughes, Zora Neale Hurston, Richard Wright, Ralph Ellison, Toni Morrison, and Ishmael Reed.

Format: discussion/seminar. Requirements: a series of quizzes, three short papers, and possibly a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 35 (expected: 35).*

(Post-1900)

Hour: 1:10-2:25 MR

First Semester: D.L. SMITH

11:20-12:35 TR

Second Semester: BOELCSKEY

### ENGL 231T(FS) Literature of the Sea (Same as American Maritime Studies 231T) (W)

(Offered only at Mystic Seaport.)

(See under American Maritime Studies for full description.)

## GATEWAY COURSES

200-level "Gateway" courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical and historical approaches that will prove fruitful in later courses. (*Note: a Gateway course can fulfill a Period or Criticism requirement as well as a Gateway requirement.*)

### ENGL 215T(F) Poetry and the City (Gateway) (W)

In this tutorial, intended primarily for sophomores, we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamor; the nature of anonymity and distinction; and the pressure of myriad bodies on individual consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and of

struggles for power marked by guile and betrayal. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Emerson, Baudelaire, Yeats, Crane, Moore, Auden, Hughes, Ginsberg, Baraka, O'Hara and Ashbery. We will also draw on essays by Weber, Williams, Benjamin and Canetti; photographs by Hines, Weegee, and Abbott; the blues, as sung by Holliday and Vaughan; and films such as *Berlin: Symphony of a City* and *Man with a Movie Camera*.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week, will write a 5-page paper every other week and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Hour: TBA

SOKOLOSKY

### **ENGL 222(S) Studies in the Lyric (Gateway) (W)**

This discussion course is designed to introduce students considering the major to the study of lyric poetry by raising three fundamental questions: How does one read a lyric? How does one talk about a lyric? How does one write about a lyric? In the first half of the course we will read groups of poems from a range of historical periods in order to examine the various elements that make up a poem (line breaks, tone, image, versification, form, lyric audience). In the second half of the course we will focus on two writers, John Donne and Robert Frost, to see how an individual poet uses and adapts lyric conventions to develop a distinctive style and vision.

Format: discussion/seminar. Requirements: active class participation and frequent short writing assignments.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.*

(Pre-1700 or Post-1900)

Hour: 2:35-3:50 TF

I. BELL

### **ENGL 225(F) Romanticism and Modernism (Gateway) (W)**

The literature of Europe in the nineteenth and twentieth centuries was dominated by two aesthetic movements, Romanticism and Modernism, respectively. While Modernism is often thought to mark a decisive break with Romanticism in part because both movements presented themselves as "new," a radical departure from what had gone before—there are important continuities and affinities as well as breaches between the two movements. This course will investigate the nature of Romanticism and Modernism, and the relation between them. We will study major works from each period, including polemics, poetry, novels, and short stories by Wordsworth, Coleridge, Percy and Mary Shelley, Yeats, Eliot, the French Symbolist poets, Wilde, and modern novelists such as Joyce and Woolf. We will explore each movement's engagement with a range of topics and issues: for example, the subjective experience of time and memory; the nature of symbolization, and the role of "feeling" in art; the relation of the individual mind to social life; the conflicted appeal for the artist of "common" language and experience, on the one hand, and avant-garde forms of expression, on the other. Our broader aim will be to invite potential English majors to think critically about the principles that underlie the ordering of literary history into aesthetic movements and "periods."

Format: discussion/seminar. Requirements: four or five short essays, including at least one revision.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.* Two sections.

(1700-1900 or Post-1900)

Hour: 1:10-2:25 MR, 2:35-3:50 MR

TIFFT

### **ENGL 230(S) Introduction to Literary Theory (Gateway) (Same as Comparative Literature 240) (W)**

In this course we will engage with the major arguments in the field of literary theory. Yet it is important that this is not a catch-all survey class; rather, we will be conducting a continuing debate about the nature of literary meaning and the relationship of such meaning to political and moral problems. Thus we will ask, What determines the meaning of a text? How can an interpretation of a literary work be deemed true or false? Is the relationship of literature to politics foundational or peripheral? Is criticism a moral practice? Readings include W. K. Wimsatt and Monroe Beardsley, Paul De Man, Stanley Fish, Judith Butler, Anthony Appiah, Richard Rorty, and Martha Nussbaum.

Format: discussion/seminar. Requirements: several short papers amounting to 20 pages of writing and an in-class presentation.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors.*

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

(Criticism)

Hour: 1:10-2:25 MR

T. DAVIS

## English

### ENGL 232(S) The Epistolary Novel (Gateway) (W)

The epistolary novel uses the form of letters to tell its story. Starting with Aphra Behn's remarkable, *Love-letters Between a Noble-man and his Sister*, this course will follow the development of this literary form through three centuries by exploring texts in which it reaches both its heights and its limits. The course will include novels which have been popular in their time and which remain highly pleasurable to read: Richardson's *Pamela*, Goethe's *The Sorrows of Young Werther*, Stoker's *Dracula*, and Byatt's *Possession*. But we will also attend closely to the problems of representation these authors face, and to the way that literary form relates to and shapes the novel's content. The epistolary form, which pre-dates the fully-fledged novel, quickly runs into limits that make other forms of fiction writing appear much more sophisticated by the end of the eighteenth century. We will want to look at what these limits are, and at why the form nevertheless prevails. In writing papers, students will be encouraged to engage critically with a wide range of secondary criticism and literary history, including writing on the rise of the novel.

Format: discussion/seminar. Requirements: active participation in class discussion, and 20 pages of writing in the form of short essays.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.* (1700-1900)

Hour: 1:10-2:25 TF

LUPTON

### ENGL 235(S) Comedy/Tragedy (Gateway) (W)

"Tragedy is when I cut my finger. Comedy is when you fall down an open manhole cover and die." Critics have long sought to define comedy and tragedy against each other, yet, as Mel Brooks' joke suggests, the relationship between the two is complicated, even disturbing. In this course we will read tragedies by Sophocles, Marlowe and Racine, comedies by Aristophanes, Shakespeare and Molière, and works that do not easily fit either classification by Chekhov, Beckett and Stoppard. We will consider how in different periods the distinction between the two forms has been understood and their antithetical effects accounted for. We will discuss the essential if also problematic link between suffering and pleasure, and ask why it is that comedy persists while tragedy, at least in its classical expression, no longer seems possible. Critical readings will include Aristotle's *Poetics*, Nietzsche's *The Birth of Tragedy*, and Bergson's *Laughter*.

Format: discussion/seminar. Requirements: four or five short essays, including at least one revision. There will also be periodic film screenings.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.* (Criticism)

Hour: 11:20-12:35 TR

KLEINER

### ENGL 236 Witnessing: Slavery and Its Aftermath (Gateway) (Not offered 2003-2004; to be offered 2004-2005) (W)\*

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl236.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl236.html))

### ENGL 238(S) American Women Writers (Gateway) (W)\*

This course studies a range of American women writing about lives real and imagined from the mid-nineteenth century through the second half of the twentieth century, a period of significant literary transformation. We will read texts by Harriet Jacobs, Caroline Kirkland, Anzia Yezierska, Sarah Orne Jewett, Willa Cather, Zora Neale Hurston, Nella Larsen, Sandra Cisneros, Hisaye Yamamoto, Marilynne Robinson, and Toni Morrison as well as selected critical readings. We will examine how women represented their lives and negotiated challenges not only of gender, but of class, ethnicity, and race. Critical readings will call our attention to problems of narrative structure and voice, of plot in fiction, and to the intricate identities constructed by gender expectations.

Format: discussion/seminar. Requirements: active class participation and weekly brief written responses, short topical papers, and a longer final paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.* (1700-1900 or Post-1900)

Hour: 2:35-3:50 MR

BOELCSKEVY

### ENGL 240(S) Real Fakes (Same as INTR 275 and Religion 282) (Gateway)

(See under IPECS—INTR 275 for full description.)

## 300-LEVEL COURSES

### ENGL 304 Dante (Same as Comparative Literature 304) (Not offered 2003-2004)

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl304.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl304.html))

### ENGL 305(S) Chaucer

A study of the *Canterbury Tales* in their literary, linguistic, and historical contexts.

Format: lecture/discussion. Requirements: frequent quizzes on vocabulary and comprehension, prac-

tice reading Middle English aloud, two 5- to 7-page papers, a midterm, and a final exam.  
Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*  
(Pre-1700)  
Hour: 1:10-2:25 TF

KLEINER

**ENGL 307 Introduction to Medieval Literature (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl307.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl307.html))

**ENGL 315(F) The Poetry of Milton**

A study of several of Milton's major works, emphasizing his development as a poet. Readings will include "On the Morning of Christ's Nativity," "L'Allegro," "Il Penseroso," "Lycidas," *Paradise Lost*, some sonnets, and some passages from "Areopagitica."

Format: discussion/seminar. Requirements: two 5-page essays, and a 10-page final essay.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Pre-1700)

Hour: 1:10-2:25 TF

DE GOOYER

**ENGL 316(S) The Art of Courtship (Same as Women's and Gender Studies 316)**

During Elizabeth I's reign, love poetry and dramatic comedy acquired a remarkable popularity and brilliance, unparalleled in English literary history. What is the "art"—the language, form, and rhetoric—of Elizabethan courtship? What kind of society generated this literary obsession, and conversely, what kind of culture and sexual relationships did the literature of courtship and seduction produce? This course explores the links between literary conventions and social conventions, sexual politics and court politics. It studies gems of English Renaissance literature (Shakespeare's *Twelfth Night* and *Much Ado About Nothing*, love poetry by Shakespeare, Spenser, Sidney, and Donne, Castiglione's *The Courtier*) along with court rhetoric, political negotiations, the first poem written and published by an Englishwoman, the first autobiography written by an Englishman, social debates over poetry, the theater, sexuality, clandestine marriage, women's lawful liberty. There will be short lectures and lots of discussion.

Format: discussion/seminar. Requirements: weekly short essays or two 5-page papers, and a final research paper of 10-12 pages.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).*

(Pre-1700)

Hour: 9:55-11:10 TR

I. BELL

**ENGL 319 Shakespeare in Love (Same as Theatre 319) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl319.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl319.html))

**ENGL 320(F) World/Theatre/History: Contemporary to Classical (Same as Comparative Literature 323 and Theatre 333)**

(See under Theatre for full description.)

**ENGL 321 Samuel Johnson and the Literary Tradition (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl321.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl321.html))

**ENGL 324 Black Literary Texts in the Eighteenth Century (Not offered 2003-2004; to be offered 2004-2005)\***

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl324.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl324.html))

**ENGL 325(F) Sentiment and Sensibility in the Eighteenth Century**

Although the eighteenth century is often described as the age of reason, authors and readers of the period were heavily occupied with feeling as the guide to truth. Long before the Romantic period, authors drew on images of tearstained pages and created over-sensitive heroes. The terms sentiment and sensibility are part of an eighteenth-century family of concepts, which includes taste, sympathy, virtue, benevolence, and sense, that suggests the emphasis placed in the second half of the century on physical and emotional response. Although sentimentality has come to seem to us a term of critique, it was at the heart of the public celebration of novels such as Laurence Sterne's *A Sentimental Journey*, and Henry Mackenzie's *Man of Feeling*. Exploring what the terms sentiment and sensibility stand for in eighteenth-century literature will allow us to approach a range of texts from the perspective of their original male and female readers, and to think about this period of rapidly expanding literacy in terms of classics that are often left out of the eighteenth-century canon. These will include Susanna Rowson's *Charlotte Temple*, Elizabeth Inchbald's *A Simple Story*, poetry by Robert Burns, Thomas Gray, and William Collins, and Jane Austen's *Sense and Sensibility*. One of the aims of this seminar will be to discuss the connection between eighteenth-century philosophy and the category of literature. In addition to fiction and poetry, we will read key eighteenth-century texts dealing with sentiment and emotional response and will explore how these texts inform and draw on sentiment and sensibility in literature.

## English

Format: discussion/seminar. Requirements: one 5- to 7-page and one 10- to 14-page paper.  
Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).*  
(1700-1900)

Hour: 1:10-2:25 TF

LUPTON

### ENGL 326(S) Theorizing Enlightenment (Same as Comparative Literature 346)

The idea of 'Enlightenment' has been used to suggest a historical period (1650-1800), and to describe modern society as critical, self-reflected, and secular. Yet, whether we use the term as a way to praise the values of modernity, or as a way to describe a period in history where these critical values become dangerously dominant, Enlightenment remains a slippery and preoccupying concept for social theorists. This course will focus on three texts from the middle of the twentieth century that have taken up the challenge of trying to work with this concept. The seminar will be organized as three cycles, with the core of each cycle being one of the following texts: Foucault's, *Order of Things*, Habermas's, *Structural Transformation of the Public Sphere*, and Horkheimer and Adorno's *Dialectic of Enlightenment*. Our approach will be to treat each of these rhetorically rich texts as "primary" material rather than to assume its theoretical coherence. Working closely with these twentieth-century authors, we will allow time to read the eighteenth-century texts that the authors draw on in their characterizations and descriptions of Enlightenment. We will, for instance, read *The Order of Things* together with Locke's *Essay Concerning Human Understanding*, and Habermas together with *Spectator* essays and essays from the *Female Spectator*. We will also read Kant's famous essay "What is Enlightenment" together with Foucault and Habermas's writings on Kant.

Format: discussion/seminar. Requirements: journal entries totaling 8-10 pages, and one final 10- to 12-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).*

(1700-1900 or Criticism)

Hour: 9:55-11:10 TR

LUPTON

### ENGL 328(S) Jane Austen

Austen's wit and psychological acuity are part of an innovative aesthetic strategy: by making internal consciousness crucial to narrative form, her work changed the course of the novel. Placing her writings in the political and philosophical context of the late eighteenth and early nineteenth centuries, we will consider what constitutes virtue and virtuosity in Austen's notions of behavior and of literary style, and will explore how issues of shame, audacity, and obligation affect her portrayal of genteel English society in the decades following the French Revolution. Texts will include *Northanger Abbey*, *Sense and Sensibility*, *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*, as well as some of Austen's early and unfinished writing, letters, and critical studies of her work.

Format: discussion/seminar. Requirements: two eight-to-ten-page papers.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(1700-1900)

Hour: 1:10-3:50 W

SOKOLSKY

### ENGL 329(F) Puritanism and its Aftereffects

This course begins with an in-depth examination of Puritan writers, including William Bradford, John Winthrop, Anne Bradstreet, Cotton Mather. Here our concerns will be with the political and theological problems central to these authors, and with their approach to the aesthetic (with particular emphasis on their negotiation of typology with attention to the details of life in the colonies). We then will shift to examine the representation of the Puritan era in a series of historical novels from the nineteenth century by Nathaniel Hawthorne, Harriet Beecher Stowe, and Lydia Maria Child, among others. In these novels, the Puritans are reconfigured sometimes as honorable founders of America, and sometimes as disturbing caricatures who must be repudiated by the modern nation. We will also consider how the way in which Puritans perceived their world continues to structure the later era's understanding and representation of contemporary events.

Format: lecture/discussion. Requirements: two five-page papers and a ten-page final paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(1700-1900)

Hour: 2:35-3:50 TF

T. DAVIS

### ENGL 331(F) Romantic Poetry

An intensive study of the important poetry of the Romantic period (roughly 1785-1830), one of the great watersheds in the history of poetry in English. Poets likely to be studied include Wordsworth, Blake, Coleridge, Smith, Robinson, Byron, Shelley, Hemans, and Keats. We will also pay some attention to the historical developments of the period, especially the consequences of the French Revolution and the subsequent rise of Napoleon.

Format: discussion/seminar. Requirements: two short paper and a longer final paper.

Prerequisites: a 100-level English course, except 150; some further study of poetry desirable. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(1700-1900)

Hour: 2:35-3:50 TF

P. MURPHY

**ENGL 333(S) Nineteenth-Century British Novel**

A study of major works from what is often considered the Golden Age of the novel. A central focus of the course will be on the evolution of the realist novel, and the aesthetic and social implications of realism as a method, but we will also look at alternative strains in fiction of the period, such as the Gothic and "sensational" novels. Probable texts will include Austen's *Persuasion*, Brontë's *Wuthering Heights*, Dickens's *Bleak House*, Trollope's *The Warden*, Braddon's *Lady Audley's Secret*, Eliot's *Middlemarch*, and Forster's *A Room With a View*.

Format: discussion/seminar. Requirements: heavy reading load; flexible writing requirement: options include short papers, journal, final exam, and a 12- to 15-page final paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(1700-1900)

Hour: 2:35-3:50 MR

CASE

**ENGL 335 Transcendentalism (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl335.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl335.html))

**ENGL 337 Victorian Culture (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl337.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl337.html))

**ENGL 338(S) Literature of the American Renaissance (Same as American Studies 338)**

In this course we will study the distinctive writing produced in the last two decades before the Civil War, a concentrated moment of expression that has often been taken as the "birth" of an American literature. But while some of the authors we will be reading have been valued by critics since the mid-nineteenth century (Emerson, Poe, Hawthorne, Whitman), some were only rediscovered in the early twentieth century (Melville, Dickinson), and some only entered the classroom in the last twenty-five years (Stowe, Douglass). We will attend closely to the period's pervasive self-consciousness about language; the contested influence of transcendentalism on literature; debates over citizenship and American identity; and the challenge of slavery to American values.

Format: discussion/seminar. Requirements: class participation, email responses to readings, two short papers and a longer (10-12 page) final paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(1700-1900)

Hour: 11:00-12:15 MWF

ROSENHEIM

**ENGL 340T(S) Fiction of Virginia Woolf (Same as Women's and Gender Studies 335T) (W)**

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction. This course will explore her efforts to bridge the gap between experience and its representation in language by following the evolution of her innovative narrative techniques for portraying consciousness, memory, selfhood, relationships, and community. Along the way, we will consider Woolf's challenges to stable gender roles and her reconception of women's positions as creators. We will read most of the major novels, including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays by Woolf and her contemporaries, and more recent critical work on Woolf.

Format: tutorial. Requirements: 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, and will also be required to do a substantial revision of one essay as a final project. Students will be evaluated on their written work, their oral presentations of that work and their analyses of their colleague's work.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10).*

(Post-1900)

Hour: TBA

CASE

**ENGL 341 American Genders, American Sexualities (Same as Women's and Gender Studies 341) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl341.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl341.html))

**ENGL 342(S) Queer Literatures in English: An Introduction (Same as Women's and Gender Studies 342) (W)**

In this course we will explore the way literary texts represent and construct gay, lesbian, bisexual, transgendered and queer identities and experiences. We will start with works considered to be the

## English

“first” definitively or openly queer writings in English, and move through the twentieth century. Some of the main questions we will consider are: What historical shifts and social conditions enable the formation of gay, lesbian, bisexual and transgendered identities? What are the rewards and limits of established literary genres (such as the novel) when called upon to represent queer lives? When do such lives need new literary forms? What role does the literary and/or reading play in the constitution of identity and community? How are sexual subjectivities intertwined with race, ethnicity, class and other identities and identifications? Readings may include works by such authors as Walt Whitman, Emily Dickinson, Oscar Wilde, Henry James, Radclyffe Hall, Gertrude Stein, E. M. Forster, Bruce Nugent, Nella Larsen, Carson McCullers, James Baldwin, Allen Ginsburg, John Rechy, Adrienne Rich, Audre Lorde, Monique Wittig, Neil Bartlett, Jeannette Winterson, Shyam Selvadurai, Achy Obejas, David Wojnarowicz and R. Linmark Zamorra. In addition, we will read some of the most significant writings in history and literary criticism that analyze these works and the contexts from which they emerge.

Format: discussion/seminar. Requirements: class participation, two 5-page papers, one longer paper, short writing assignments (total writing: 20 pages) and oral presentation.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19).*

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

(Post-1900)

Hour: 1:10-2:25 TF

KENT

### **ENGL 344(F) Imagining American Jews (Same as American Studies 344)**

Jewish life in America has been the subject of some of the most interesting and highly regarded works of recent literature. Focusing on novels and stories by such writers as Abraham Cahan, Henry Roth, Saul Bellow, Bernard Malamud, Grace Paley, Philip Roth, Cynthia Ozick, Louis Begley and Art Spiegelman, the course will explore the changing images of the Jew as depicted in fiction from 1917 to the present.

Format: discussion/seminar. Requirements: two 4- to 5-page papers, occasional student presentations in class, active participation in discussion, and a scheduled final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 30 (expected: 25). Preference given to seniors, juniors, and sophomores.*

(Post-1900)

Hour: 11:00-12:15 MWF

L. GRAVER

### **ENGL 345(F) The Black Arts (Same as American Studies 345)\***

During the period from 1965-1976, many writers attempted to develop a literary art based on new emerging conceptions of “blackness.” This course will examine what they understood a “black aesthetic” to be, and how this understanding affected their writing. With a careful eye to their political and cultural contexts, this course will consider poetry, drama, essays, and fiction by such writers as Amiri Baraka, Sonia Sanchez, Nikki Giovanni, Ishmael Reed, and Toni Cade Bambara.

Format: discussion/seminar. Requirements: one 5-page paper, one 15-page paper, regular participation in discussions, and regular class attendance.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 2:35-3:50 TF

D.L. SMITH

### **ENGL 348(S) Faulkner and His Influence**

William Faulkner was a great writer in two ways. First, he was the most interesting formal innovator of all the novelists of American modernism (as in *The Sound and the Fury* and *As I Lay Dying*). Second, he was a strange and provocative theorist of race (as in *Go Down, Moses* and *Absalom, Absalom!*). We shall consider both of these dimensions of Faulkner, and what they have to do with each other. Then we shall take up one or more novelists in the Faulkner tradition.

Format: seminar. Requirements: one 5- to 8-page paper and one 8- to 10-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 11:20-12:35 TR

LIMON

### **ENGL 350 Herman Melville and Mark Twain (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl350.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl350.html))

### **ENGL 352T(F) Cut (W)**

This tutorial investigates the role of editing in narrative. It does so both through the analysis of novels, essays and films, and through exercises in creating and manipulating short digital narratives. One might think of it as a lab course in which students will test the effects of different arrangements of words, sounds, and moving images. While “Cut” will not emphasize technical mastery, basic audio and video editing techniques will be taught in required labs. After that, the course will be conducted through hour-long tutorials between the professor and pairs of students, concentrating on consideration of student work. Assigned materials will include pieces by Dziga Vertov, Leni Riefenstahl, Or-



son Welles, Edgar Allan Poe and Ernest Hemingway, as well as readings in literary theory and film history.

Format: tutorial. Requirements: required editing labs, frequent short tutorial essays.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10).*

(Post-1900)

Hour: TBA

ROSENHEIM

### **ENGL 353(S) Modern Poetry**

An exploration of the major trends in British and American poetry between 1900 and 1945, centering on the radical aesthetic and formal shifts which took place during the Modernist movement, the changing authorial and public perceptions of the place and function of poetry in the period, the cross-pollinations and strains between the British and American literary traditions, and the writers' individual negotiations with the culture of their time. Readings will focus primarily on the poetry of W.B. Yeats, Robert Frost, T.S. Eliot, Wallace Stevens, William Carlos Williams, Ezra Pound, Marianne Moore and W.H. Auden.

Format: discussion/seminar. Requirements: two papers (totalling 14 pages), regular journal entries or postings, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 2:35-3:50 TF

PETHICA

### **ENGL 354 Contemporary American Poetry (*Not offered 2003-2004; to be offered 2004-2005*)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl354.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl354.html))

### **ENGL 355(F) Fictions of Race\***

"Race" is a fiction, with no basis in biological fact. This course examines how "fictions" in the artistic sense (novels, stories, movies) have both fostered and challenged "fictions" in the ideological sense—that is, the lies and mystifications about race that pervade American cultural life. The course begins with modernism and the Harlem Renaissance, focusing on Gertrude Stein, Jean Toomer, and the rise of jazz; other writers to be considered include William Faulkner, Willa Cather, Zora Neale Hurston, Richard Wright, James Baldwin, and Paul Bowles. We will also study landmark movies in the history of race-relations, such as *Birth of a Nation*, *Gone With the Wind*, *Imitation of Life*, *The Heat of the Night*, and the sci-fi allegory *Blade Runner*. The course concludes with late twentieth-century fiction, comparing African American, Chinese American, and Native American women's writing (Toni Morrison, Maxine Hong Kingston, Leslie Marmon Silko).

Format: discussion/seminar. Requirements: one 8- and one 12-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 9:55-11:10 TR

ELLMANN

### **ENGL 357(S) Contemporary American Fiction**

A study of recent American fiction since World War II. The main topic will be the shift from modern to postmodern narration, and the uses of experiments in narration for discriminating private and public craziness. We shall be reading Joseph Heller's *Catch-22*, Vladimir Nabokov's *Pale Fire*, Thomas Pynchon's *The Crying of Lot 49*, Ishmael Reed's *Mumbo Jumbo*, Toni Morrison's *Beloved*, Don DeLillo's *White Noise*, and one or two other novels. Though the class is not a seminar, all class meetings will be centered on discussions of the books.

Format: discussion/seminar. Requirements: class participation, a 4- to 6-page paper, a 6- to 8-page paper, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to senior, then junior English majors.*

(Post-1900)

Hour: 8:30-9:45 TR

LIMON

### **ENGL 360(S) Joyce's *Ulysses***

This lecture course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, oedipal dynamics, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism, identity, estrangement, and community), 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 include stories from Joyce's *Dubliners*, his autobiographical novel *A Portrait of the Artist as a Young Man*, selections from Homer's *Odyssey*, as well as biographical and critical essays.

## English

Format: lecture/discussion. Requirements: in-class “reading exercises,” a midterm exam, two papers, and a final examination.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 50 (expected: 40).*  
(Post-1900)

Hour: 12:00-12:50 MWF

R. BELL

### **ENGL 361(F) Nabokov and Pynchon**

After a brief comparative study of their short stories, the course will focus on selected novels by each author. Texts include: *Pnin*, *Lolita*, and *Pale Fire* by Nabokov; and, by Pynchon, *The Crying of Lot 49*, and *Gravity's Rainbow* (to which a substantial portion of the latter part of the course will be devoted).

Format: discussion/seminar. Requirements: two 7- to 8-page papers and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Not open to first-year students or sophomores.*

(Post-1900)

Hour: 2:35-3:50 MR

FIX

### **ENGL 362(F) Irish Modernism**

James Joyce and Samuel Beckett are the towering figures of Irish literary modernism, so this course begins with Joyce's *Dubliners* and ends with Beckett's minimalist later plays. But the aim is to restore these writers to their historical context by examining key works by their precursors and contemporaries, including Oscar Wilde's plays, fiction, and essays, W.B. Yeats's poetry, and Elizabeth Bowen's novels and short stories. Central to the course is the tug-of-war between modernist cosmopolitanism and Irish nationalism, and the complicated ways in which these rival tendencies both thwarted and abetted one another. The battlegrounds of religion, class, and gender will also engage our attention, along with the cultural consequences of the Irish policy of neutrality during World War II.

Format: discussion/seminar. Requirements: one 8- and one 12-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*  
(Post-1900)

Hour: 11:20-12:35 TR

ELLMANN

### **ENGL 364 Classical Hollywood Cinema (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl364.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl364.html))

### **ENGL 365 Studies in Dramatic Literature: Beckett, Pinter and Stoppard (Same as Theatre 313) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl365.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl365.html))

### **ENGL 366 Modern British Fiction (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl366.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl366.html))

### **ENGL 367(F) Harlem Renaissance (Same as American Studies 367)\***

This course will explore the period of African American culture known popularly as Harlem Renaissance through its literature as well as its stage, visual arts, and music. We will read the March 1925 issue of *The Survey Graphic* that officially recognized the movement, *Harlem: Mecca of the New Negro*, guest edited by Alain Locke, as well as essays, fiction, and poetry by Du Bois, Locke, Johnson, Garvey, Schuyler, McKay, Fauset, Toomer, Larsen, Hurston, West, Fisher, Nugent, Bennett, Hughes, Cullen, Bontemps. We will listen to music (Gladys Bentley, Bessie Smith, Jelly Roll, Rainey, Bechet, Armstrong, Henderson, Ellington, among others) and view African American art (Tanner, Lewis, Motley, Hayden, Jones, and Bearden; Alston, Covarrubias, and Douglas; Savage, and Barthé, Van-DerZee, Van Vechten, and Mischeaux).

Format: discussion/seminar. Requirements: your weekly journal entries will lead to two short papers and a longer final paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 2:35-3:50 MR

BOELCSKEVY

### **ENGL 370(F) Postcolonial Theory, Historical Materialism, and American Literature\***

During the height of the Red Scare, the Trinidadian Marxist C.L.R. James fought deportation orders from the U.S. Immigration and Naturalization Service by giving a series of public lectures on American literature. From these lectures came his classic study of Melville: *Mariners, Renegades, and Castaways: The Story of Herman Melville and the World We Live In* (1953). What is the relation between “American” literature and (what has come to be called) postcolonial criticism? Taking James' work as one point of departure, this course will explore the critical possibilities for studying American literature through a productive combination of historical materialism and postcolonial theory. What can a historical materialist postcolonial theory tell us about American literary nationalisms? About the relation between culture and the state? What is the relation between postcolonial theory and African-American literary theory? Can the concept of postcoloniality illuminate our understanding of (what Paul Gilroy has called) the Black Atlantic? In the spirit of James, we will read a wide range of literary texts, as well as engage with diverse critical and analytic models, in order to think through several

concepts central to the making of American cultural and political identities: “race” and racism; “class” and labor; citizenship and alienism; ideology and assimilation; freedom and subjection. The literary texts will include works by Melville, Mark Twain, W.E.B. Dubois, and Richard Wright, among others. The theoretical readings will include influential texts by Marx, Frantz Fanon, Fredric Jameson, and Edward Said.

Format: discussion/seminar. Requirements: two 5-page papers; one final 10-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).*

(Criticism)

Hour: 1:10-3:50 W

PHAN

**ENGL 371 Feminist Theory and the Representation of Women in Film (Same as Women’s and Gender Studies 371) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl371.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl371.html))

**ENGL 372 African-American Literary Criticism and Theory (Same as American Studies 372) (Not offered 2003-2004; to be offered 2004-2005) (W)\***

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl372.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl372.html))

**ENGL 373 Modern Critical Theory (Same as Comparative Literature 343) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl373.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl373.html))

**ENGL 377(S) Suicides and Survivors**

Adrienne Rich and Sylvia Plath were contemporaries, vying in the 1950s for the same poetry prizes and recognition as “obedient daughters” to a literary tradition that prized craft and impersonality as poetic virtues over confession or politics. Both poets have become feminist heroines for their disobedience, each diverging radically and in her own way from this tradition in the 1960s. As biographer Janet Malcolm puts it: “Women honor Plath for her courage to be unpleasant” about being a “good girl” in the 1950s and about a philandering husband in the 1960s. Her suicide in 1963 was immediately followed by analyses of her poems in *Ariel* that directed critical interest toward her life as an explanation of her craft. Her survivors have battled strenuously but ineffectually to preserve the secret of her life from “the voyeurism and busybodyism” of eager biographers and readers. Rich’s life competes with her poetry for critical interest and approval because of its political shape; its dedication to feminism. The wife and mother of the 1950s became the political activist of the 1960s; the lesbian feminist of the 1970s. As expressions of a survivor and heroine of these movements for change, her life and art trace the forces, both political and ideological, that have affected the lives of American women. This course will explore the lives of each poet and the impact and understanding of their lives has on critical recognition of their art. We will be reading from the fiction, poetry, journals, biographies, essays, and correspondence of Plath and Rich, together with interviews and reviews that have shaped critical reception of their work.

Format: discussion/seminar. Requirements: one 4- to 5-page essay, on 6- to 8-page essay, a field trip to the Smith College Plath archive, and a take-home final exam.

Prerequisites: a 100-level English course, except 150. Students who have taken Women’s and Gender Studies 101, but not the English prerequisite, may enroll in this course with permission of instructor.

*Enrollment limit: 25 (expected: 20).*

(Criticism)

Hour: 2:35-3:50 MR

BUNDTZEN

**ENGL 379(F) Contemporary World Novel (Same as Comparative Literature 329)**

The subject matter of the course is novels of the last twenty years from around the world; perhaps the central question of the course is whether it makes sense today to consider literature in terms of national traditions. Novels will be examined under such (overlapping) rubrics as globalization, post-colonialism, and postmodernism. We shall read six or seven novels by such writers as Roy, Rushdie, Coetzee, Kundera, Sebald, Ishiguro, Marquez, and Fuentes.

Format: discussion/seminar. Requirements: two papers, 5-6 pp. and 8-10 pp. No exams.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 11:20-12:35 TR

LIMON

**ENGL 380(S) The Art of Modern Crisis**

The first half of the twentieth century was marked by extraordinary social and political upheaval. The same era witnessed a feverishly creative revolution in the nature and strategies of artistic representation. In this course we will examine what these two kinds of crisis have to do with one another: how a wide range of startling innovations in literary and cinematic art may be seen as responses to the particular pressures of the historical crises they represent. Focussing mainly on Britain, we will study such diverse historical crises as the spread of anarchism around the turn of the century; the sensational advent of a public discourse of homosexuality in the trials of Oscar Wilde; the Irish and the Bolshevik revolutions; the woman’s suffrage movement and the emergence of the so-called “New Woman”;

## English

World War I and II; and the Cold War. Novels, poems and films will be studied for their distinctive, often dazzling aesthetic strategies for representing these crises, and will include such works as Conrad's *The Secret Agent*, Bely's *Petersburg*, Woolf's *Mrs. Dalloway*, poems of Yeats and Owen, Ford's *Parade's End*, Eisenstein's *Potemkin*, Heller's *Catch-22*, and Kubrick's *Dr. Strangelove*.

Format: discussion/seminar. Requirements: active class participation, two papers, and a final exam. Prerequisites: 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Post-1900)

Hour: 11:00-12:15 MWF

TIFFT

### **ENGL 381 Melancholy and History (Same as Comparative Literature 381) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl381.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl381.html))

### **ENGL 385 Decadence and Modernity (Same as Comparative Literature 325 and Theatre 325) (Not offered 2003-2004)**

(See under Theatre for full description.)

### **ENGL 386(F) From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344 and Religion 304)\***

(See under Religion for full description.)

### **ENGL 387I(S) Film Genres (W)**

In this tutorial course, we will study briefly the idea of genre, then will focus for most of the semester on four of the central genres of Hollywood cinema: the gangster film, the Western, the screwball comedy, and the film noir. We will approach the subject by reading theoretical work on literary genres along with plays such as Shakespeare's *Macbeth* and *A Midsummer Night's Dream*. In order to explore differences between literary and film genres, we will compare these plays with films from comparable Hollywood genres (for example, the gangster film *The Roaring Twenties* and the screwball comedy *Bringing Up Baby*). Our study of Hollywood genres will focus principally on films from the 1930's and 1940's, the period when these genres were developed and reached their peak: such films as Hawks's *Scarface*, Ford's *Stagecoach* and Hawks's *Red River*, Capra's *It Happened One Night* and Sturges's *The Palm Beach Story*, Wilder's *Double Indemnity* and Tourneur's *Out of the Past*. Collectively, they raise questions about the temptations and limits of ambition for power, civilization's drive to displace the wilderness and tame human savagery, class conflict and rapprochement, the subversive energies of sexuality and their impact on shifting gender roles, the complicities of law and transgression. We will also examine a few more recent revisionist or hybrid variations on these genres; examples might include such films as Scorsese's *GoodFellas*, Peckinpah's *The Wild Bunch*, Wilder's *Some Like It Hot*, Welles's *Touch of Evil*, and Polanski's *Chinatown*. A week's assignment, apart from writing, will normally comprise either one film screening and one or two essays of genre criticism, or two film screenings.

Format: tutorial. Requirements: after two weeks in which we will meet as a group to discuss the literary genres, students will meet with the instructor in pairs for one hour each week during the rest of the semester. They will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading, viewing, and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

Prerequisites: a 100-level English course, except 150; and English 204 (*The Feature Film*) or equivalent basic training in film analysis. *Enrollment limit: 10 (expected: 10).*

(Criticism)

Hour: TBA

TIFFT

### **ENGL 392(F) Wonder**

We tend to imagine "wonder" as a naïve, wide-eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous; the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W.G. Sebald (all wonderful); painters such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis* and Scott's *Blade Runner*; and critical or philosophical writers, including Aristotle, Edmund Burke, and Walter Benjamin.

Format: discussion/seminar. Requirements: two 8- to 10-page papers.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(Pre-1700 or Criticism).

Hour: 9:55-11:10 TR

PYE

**ENGL 396 Fiction Without Borders** (*Not offered 2003-2004; to be offered 2004-2005*)\*  
(See online: [www.williams.edu/Registrar/catalog/depts/engl/engl396.html](http://www.williams.edu/Registrar/catalog/depts/engl/engl396.html))

#### 400-LEVEL COURSES

On the aims of these courses, please see description at beginning of the English Department section of the catalog.

##### **ENGL 416(S)** (*formerly 375*) **Issues in Literary History**

Literary texts preserve human voice—they are “timeless”—but they are also historical objects themselves, rooted in time. Our reading and experience of literature is everywhere and always “historical,” a look through time. In this course we will look closely at the ways in which time matters for readers and writers. What does historical “context” mean, and how much attention should we pay to it? What sort of historical objects do literary texts make? In what ways are writers and their works part of an ongoing historical narrative? We will read a broad spectrum of literary works and critical essays. The literary works will be primarily poetry, from various periods, with special focus on Shakespeare and Dickinson. Critical texts will include formal literary histories and critical essays from several periods, past and present.

Format: seminar/tutorial. Requirements: significant in-class participation and work, frequent short writing assignments, two shorter and one longer paper, totalling 15-20 pages.

Prerequisites: at least one 300-level English course. *Enrollment limit: 15 (expected: 15).*

(Criticism)

Hour: 2:35-3:50 MR

P. MURPHY

##### **ENGL 447(F)** (*formerly 347*) **Henry James**

This course will be devoted to the work of Henry James, whose brilliant, demanding innovations of prose style and acute psychological and ethical explorations mark the shift from the nineteenth-century to the modern novel. James writes about what it meant for American and European societies around the turn of the century to be mutually exposed to, and by, one another. In so doing, he raises questions about what it means to be civilized, to be smart, and to be rich. We will consider how the drama of consciousness is played out in his characters’ struggles with love and conscience, and in his own preoccupation with capturing stylistically the narrative logic of the passions. We will read the novellas *Daisy Miller*, *The Beast in the Jungle*, *The Aspern Papers*, and *The Turn of the Screw*; the novels *Portrait of a Lady*, *The Bostonians*, *The Ambassadors*, and *The Golden Bowl*; and assorted critical writings.

Format: discussion/seminar. Requirements: paper conferences, final 15- to 20-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).*

(1700-1900)

Hour: 1:10-3:50 W

SOKOLSKY

#### 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)** **The Writing of Poetry**

A workshop in the writing of poetry. Weekly assignments and regular conferences with the instructor will be scheduled. Students will discuss each other’s poems in the class meetings.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students who have preregistered; selection will be based on writing samples and/or conferences with the instructor.*

Hour: 8:30-9:45 TR

GLÜCK

##### **ENGL 283(F,S)** **Introductory Workshop in Fiction**

A course in basic problems that arise in the composition of short fiction. Individual conferences will be combined with workshop sessions; workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

No prerequisites. *Enrollment limit: 15 (expected: 15). Interested students should preregister for the course and attend the first class; selection will be based on writing samples.*

Hour: 2:35-3:50 TF

1:10-2:25 MR

First Semester: J. SHEPARD

Second Semester: J. SHEPARD

##### **ENGL 382(F)** **Advanced Workshop in Poetry**

This course will combine individual conferences with workshop sessions at which students will discuss each other’s poetry. Considerable emphasis will be placed upon the problems of revision.

Prerequisites: English 281 or permission of instructor. *Enrollment limit: 15 (expected: 15). Candidates for admission should confer with the instructor prior to registration and submit samples of their writing.*

Hour: 1:10-3:50 W

GLÜCK

## *English, Environmental Studies*

### **ENGL 384(S) Advanced Workshop in Fiction**

A course that combines individual conferences with workshop sessions. Workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision. Prerequisites: English 283 or permission of instructor. *Enrollment limit: 15 (expected: 15). Interested students should preregister for the course and attend the first class; selection will be based on writing samples.*

Hour: 2:35-3:50 MR

J. SHEPARD

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

Prerequisites: unusually qualified and committed students who are working on a major writing or research project may confer with the English Department about possible arrangements for independent study.

### **ENGL 497(F), 498(S) Honors Independent Study**

Required of all senior English majors pursuing departmental honors.

KENT, Director of Honors

### **ENGL W030 Honors Colloquium: Specialization Route**

Required during winter study of all seniors admitted to candidacy for honors *via* the specialization route.

### **ENGL W031 Senior Thesis**

Required during winter study of all seniors admitted to candidacy for honors *via* the thesis route.

## **ENVIRONMENTAL STUDIES**

*Director, Professor* HENRY W. ART

*Assistant Director, Lecturer* SARAH S. GARDNER

Professors: ART, K. LEE. Lecturer: S. GARDNER. Research Associates: BOLTON, FOX.

### **MEMBERS OF THE CENTER**

HENRY W. ART, Professor of Biology

LOIS M. BANTA, Visiting Associate Professor of Biology

DONALD deB. BEAVER, Professor of History of Science

ROGER E. BOLTON, Professor of Economics, *Emeritus*

MICHAEL F. BROWN, Professor of Anthropology and Latin American Studies

JAMES T. CARLTON, Adjunct Professor of Biology and Professor of Marine Science

RONADH COX, Associate Professor of Geosciences

DAVID P. DETHIER, Professor of Geosciences and Mineralogy

GEORGES B. DREYFUS, Professor of Religion

JOAN EDWARDS, Professor of Biology

JENNIFER L. FRENCH, Assistant Professor of Spanish Language

ANTONIA FOIAS, Associate Professor of Anthropology and Sociology

WILLIAM T. FOX, Professor of Geosciences, *Emeritus* and Research Associate in Environmental Studies

SARAH S. GARDNER, Lecturer

DOUGLAS GOLLIN, Associate Professor of Economics

MARKES E. JOHNSON, Professor of Geosciences

KAI N. LEE, Professor of Environmental Studies

KAREN R. MERRILL, Assistant Professor of History

MANUEL MORALES, Assistant Professor of Biology

FRANCIS C. OAKLEY, Professor of History, *Emeritus*

DAREL E. PAUL, Assistant Professor of Political Science

SHEAFE SATTERTHWAITE, Lecturer in Art

STEPHEN C. SHEPPARD, Professor of Public Affairs

DAVID C. SMITH, Senior Lecturer in Biology

DAVID L. SMITH, Professor of English

JOHN W. THOMAN, Jr., Professor of Chemistry

PETER D. VAN OOT, Visiting Professor of Environmental Law

### **CONCENTRATION IN ENVIRONMENTAL STUDIES**

The Environmental Studies Program, within the liberal arts mission of Williams College, provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The program is designed so that students will grow to realize the complexity of issues and perspectives and to appreciate that many environmental issues lack distinct boundaries. Our goal is to aid students in becoming well-informed, environmentally-literate citizens of the planet who have the capacity to become active participants in the local and global community. To this end, the program is designed to develop abilities to think in interdisciplinary ways and to use synthetic approaches in solving problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The concentration in Environmental Studies allows students to pursue an interdisciplinary study of the environment by taking elective courses in the natural sciences, the social sciences, and the humanities and the arts. The purpose of the program is to provide the tools and ideas needed to engage constructively with the environmental and social issues brought about by changes in population, economic activity, and values. Environmental controversies typically call upon citizens and organizations to grasp complex, uncertain science, contending human values, and ethical choices—in short, to deal with matters for which the liberal arts are a necessary but not sufficient preparation. Environmental Studies accordingly includes courses in natural sciences, social sciences, humanities, and the arts, in order to equip students with the broad educational background needed to analyze complex environmental matters and to fashion pragmatic, feasible solutions.

The program is administered by the Center for Environmental Studies (CES), located in Kellogg House. Founded in 1967, CES is one of the oldest environmental studies programs at a liberal arts college. In addition to the academic program, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. The Matt Cole Memorial Library at Kellogg House holds a substantial collection of books, periodicals, unpublished documents, maps, and electronic media. Kellogg House also houses a new Geographic Information System laboratory as well as study and meeting facilities available to students and student groups. The Center administers the Hopkins Memorial Forest, a 2500-acre natural area northwest of campus, where field-study sites, a laboratory, and passive-recreation opportunities may be found in all seasons. CES also operates an environmental analysis laboratory at the Science Center.

The Environmental Studies Program has three overlapping components:

- ◆ The concentration in Environmental Studies, which consists of a set of seven courses.
- ◆ The Four Places goal. (*See below.*)
- ◆ Honors in Environmental Studies, a senior thesis is encouraged but not required.

#### Concentration Requirements

Seven courses are required: four are *core* courses to be taken by all students earning the concentration; three are *distribution* courses to be selected from the lists below.

##### Core courses

- 101 Humans in the Landscape
- 203 Ecology
- 302 Environmental Planning and Design Workshop
- 402 Senior Seminar

The core courses are intended to be taken in sequence, although there is some flexibility allowed. Environmental Studies (ENVI) 101 is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 203 is a course in ecology, offered in Biology, that provides a unified conceptual approach to the behavior of living things in the natural world. ENVI 302 (*Environmental Planning*) puts teams of students to work on planning projects of immediate importance in the Berkshires. ENVI 402, the senior seminar, is an opportunity for concentrators majoring in a wide variety of disciplines to draw together their educational experiences and provide a personal accounting of how they understand the interdisciplinary character of environmental studies and its connections to their future lives and careers. The core course structure affords students freedom to explore and to specialize in diverse fields of study, while sustaining a focus on environmental questions throughout their time at Williams.

An interdisciplinary course emphasizing field science, ENVI 102 (*Introduction to Environmental Science*), is strongly recommended for all students interested in the concentration. Note that enrollments in ENVI 102 are limited. In order to assure enrollment, students should consult with one of the instructors during autumn semester. ENVI 102 must be taken before the junior year.

#### Distribution Courses

In order to earn the concentration a student must take one course from *each* of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major.

##### The Natural World

- American Maritime Studies 211/Geosciences 210 Oceanographic Processes
- American Maritime Studies 311/Biology 231 Marine Ecology
- Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
- Biology 207/Environmental Studies 217 Biology of Conservation and Extinction (Deleted 2003-2004)
- Biology 302/Environmental Studies 312 Population and Community Ecology
- Biology 402T/Environmental Studies 404T Current Topics in Ecology: Biological Resources
- Chemistry 341/Environmental Studies 341 Toxicology and Cancer
- Chemistry/Environmental Studies 364 Instrumental Methods of Analysis
- Environmental Studies 102 Introduction to Environmental Science
- Geosciences 101/Environmental Studies 105 Biodiversity in Geologic Time
- Geosciences/Environmental Studies 103 Environmental Geology and the Earth's Surface

## *Environmental Studies*

Geosciences/Environmental Studies 104 Oceanography  
 Geosciences 201/Environmental Studies 205 Geomorphology  
 Geosciences/Environmental Studies 206 Geological Sources of Energy  
 Geosciences/Environmental Studies 208 Water and the Environment  
 Geosciences/Environmental Studies 214 Remote Sensing and Geographic Information Systems  
 Geosciences/Environmental Studies 215 Climate Changes  
 Geosciences/Environmental Studies 218T The Carbon Cycle  
 Geosciences/Environmental Studies 253T Coral Reefs  
 Williams-Oxford 245 Geography: The Geographical Environment: Physical  
*Humanities, Arts, and Social Sciences*  
 American Maritime Studies 201/History 352 America and the Sea, 1600-Present  
 American Maritime Studies/English 231T Literature of the Sea  
 American Studies/Environmental Studies/Women's and Gender Studies 408 Race, Gender and Nature (Deleted 2003-2004)  
 Anthropology 102/Environmental Studies 106 Human Evolution: Down From the Trees, Out to the Stars  
 Anthropology/Environmental Studies 209 Human Ecology  
 Anthropology 214/Environmental Studies 224 The Rise and Fall of Civilizations  
 ArtH/Environmental Studies 201 American Landscape History  
 ArtH 302/Environmental Studies 320 Plans, Planners, Planning  
 ArtH/Environmental Studies 305 North-American Suburbs  
 ArtH 307/Environmental Studies 327 The North-American Park Idea  
 ArtH/Environmental Studies 308 Three Cities  
 ArtS 329 Architectural Design II  
 Economics 366 Rural Economics of East Asia  
 English/Environmental Studies 107 Green World  
 History 102/Environmental Studies 116 Environmental History of Africa (Deleted 2003-2004)  
 History/Environmental Studies 371 American Environmental Politics (Deleted 2003-2004)  
 History/Environmental Studies 474 The History of Oil  
 History of Science 303/Environmental Studies 315/History 292 Technology and Culture (Deleted 2003-2004)  
 Religion/Anthropology/INTR 273 Sacred Geographies  
 Religion/Environmental Studies 287 The Dynamics of Globalization: Society, Religion and the Environment  
 Religion 302 Religion and Society  
 Sociology 368 Technology and Modern Society  
 Williams-Oxford 246 Geography: Human Geography  
*Environmental Policy*  
 American Maritime Studies/Environmental Studies 351 Marine Policy  
 Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
 Economics/Environmental Studies 213 The Economics of Natural Resource Use  
 Economics/Environmental Studies 221 Economics of the Environment  
 Economics 369/512 Agriculture and Development Strategy  
 Economics/Environmental Studies 377 Environmental Economics and Policy  
 Economics 383 Cities, Regions and the Economy  
 Economics 386/515 Environmental Policy and Resource Management  
 Environmental Studies 231/Political Science 226 Globalization and the Environment (Deleted 2003-2004)  
 Environmental Studies 232/Political Science 220 Managing Global Commons (Deleted 2003-2004)  
 Environmental Studies/Political Science 270T Environmental Policy  
 Environmental Studies 307/Political Science 317 Environmental Law  
 Environmental Studies 313 Global Trends, Sustainable Earth  
 Political Science 229 Global Political Economy  
 Political Science 264 Politics of Global Tourism  
 Political Science/Environmental Studies 328 The International Politics of Oil

Variations from the requirements of the concentration must be approved in writing by the director of the program. Students are urged to consult with program faculty and the director as soon as they develop an interest in the concentration.

In addition to courses fulfilling the concentration requirements, the following electives and related electives are offered:

Environmental Studies 397, 398 Independent Study of Environmental Problems  
 Environmental Studies 493-W031-494 Senior Research and Thesis

Winter study courses play an important role in the program, offering opportunities to experiment in fields unfamiliar to the student, and for interdisciplinary topics to be developed by faculty working



alone and in teams. Students are urged to review each year's winter study offerings bearing in mind their interests in the environment.

#### *Rationale for Course Numbering*

The numbering sequence of the four required courses reflects the order in which they should be taken, although Environmental Studies 302 may be taken in the senior or sophomore year if a student is away junior year. Cross-listed courses are assigned the same number as the departmental number whenever possible.

#### *Four Places—A Goal*

The human place in natural landscapes is intrinsically geographic, and learning about humans in particular places is an essential part of environmental studies. By the time each student in Environmental Studies graduates, she or he should have developed intellectual insight into and personal *experience* of four places: "Home"; "Here"—the Berkshires; "There"—an alien place; and "The World"—a global perspective. For practical purposes, "There" is a place where the geography is unusual in the student's experience (e.g., developing country, inner city, arctic), so are the socioeconomic circumstances (for example, per capita income might be a small fraction of a year's tuition at Williams), and the working language is not standard English. Although this goal is not a requirement for the concentration, it is a significant aspect of the program, and CES resources are aimed in part at enabling all students to meet this goal. For example, students are encouraged to pursue summer internships in their "Home" communities, or to do semester or winter study courses at locations outside the temperate zones ("There"); field courses in natural science or history courses emphasizing New England can deepen familiarity with "Here." Students concentrating in Environmental Studies should plan winter study courses and summer work or study experiences with the Four Places goal in mind, particularly the experiences "There" and at "Home." Courses not in the list of electives for the concentration may be considered as substitutes, on a case-by-case basis, if they also meet the Four Places goal in a way not otherwise available in the program. Students should see the program director for further information.

#### *Honors in Environmental Studies*

A student earns honors in Environmental Studies by successfully completing a rigorous, original independent research project under the supervision of two or more members of the faculty, including at least one member of the CES faculty. The research project should be reported and defended both in a thesis and orally. A student may undertake an honors thesis and submit it to both his or her major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the director of the program no later than the beginning of the student's senior year. Students who pursue honors in Environmental Studies alone should enroll in Environmental Studies 493-W031-494, Senior Research and Thesis, in addition to completing the requirements for the concentration.

Because most research requires sustained field, laboratory, or library work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year doing honors research. Funds to support student research are available from restricted endowments of the Center, and an open competition is held each spring, to allocate the limited resources. Some departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the possibility of summer research in mind.

A faculty recommendation for honors in Environmental Studies will be made on the basis of the academic rigor, interdisciplinary synthesis, independence, and originality demonstrated by the student and in the completed thesis. In contemplating an honors thesis, students should take into account their mastery of the basic materials and skills (often in more than one academic discipline), their ability to work independently, and their commitment and desire to pursue a sometimes arduous but typically rewarding process that combines intellectual achievement with tests of character and fortitude.

#### **ENVI 101(F) Humans in the Landscape: An Introduction to Environmental Studies**

This course introduces environmental studies in the context of the liberal arts—natural and social science and the arts and humanities. By the end of the semester, a student should be able to recognize and to investigate the natural, economic, and industrial bases of daily life, and to analyze the social challenges of altering humans' imprint on nature. These skills are necessary but not sufficient for developing a stance toward environmental quality as an element of civilized life.

Format: lecture/discussion. Evaluation will be based on two quizzes (testing detailed recall), written exercises (testing ability to grasp and make use of ideas important to the course), and a final exam; attentive participation in class and conference discussions also counts.

*No enrollment limit (expected: 30-40). Required course for students wishing to complete the Environmental Studies concentration.*

*Satisfies one semester of the Division II requirement.*

Hour: 9:00-9:50 MWF

K. LEE

## *Environmental Studies*

### **ENVI 102(S) Introduction to Environmental Science**

Introduction to Environmental Science introduces students to current scientific methods used to assess environmental quality, rectify impaired systems, and limit future detriment. Through hands-on study of several local sites, we probe five global themes: alteration of the greenhouse effect and carbon cycle; acid deposition; toxic metals in the environment; water quality; and prospects in waste treatment and remediation.

Discussions of case studies from other parts of the world illustrate the global analogues of these local studies. Following these group projects, students design and complete independent projects in subjects of particular interest to them.

Format: two, 75-minute workshop/discussion sessions, and one, 4-hour field/laboratory session each week. Evaluation will be based on reports of field and laboratory projects, participation in discussion, and an independent research project.

*Enrollment limit: 36 (expected: 25). Preference given to first-year students. This course is designed for students who have a strong interest in Environmental Science.*

*Satisfies one semester of the Division III requirement. This course also satisfies "The Natural World" requirement for the Environmental Studies concentration.*

Hour: 8:30-9:45 TR

Lab: 1-4 M,T

ART, THOMAN and STOLL

### **ENVI 103(F) Environmental Geology and the Earth's Surface (Same as Geosciences 103)**

(See under Geosciences for full description.)

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

### **ENVI 104(S) Oceanography (Same as Geosciences 104)**

(See under Geosciences for full description.)

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

### **ENVI 105 Biodiversity in Geologic Time (Same as Geosciences 101) (Not offered 2003-2004; to be offered 2004-2005)**

(See under Geosciences for full description.)

### **ENVI 106(S) Human Evolution: Down From the Trees, Out to the Stars (Same as Anthropology 102)**

(See under Anthropology for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

### **ENVI 107(F) Green World (Same as English 107) (W)**

(See under English for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

### **ENVI 134(S) The Tropics: Biology and Social Issues (Same as Biology 134)\***

(See under Biology for full description.)

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

### **ENVI 201(F) American Landscape History (Same as ArtH 201)**

(See under Art—ArtH for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

### **ENVI 203(F) Ecology (Same as Biology 203) (Q)**

(See under Biology for full description.)

*Required course for students wishing to complete the Environmental Studies concentration.*

### **ENVI 205(F) Geomorphology (Same as Geosciences 201)**

(See under Geosciences for full description.)

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

### **ENVI 206(S) Geological Sources of Energy (Same as Geosciences 206)**

(See under Geosciences for full description.)

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

### **ENVI 208 Water and the Environment (Same as Geosciences 208) (Not offered 2003-2004; to be offered 2004-2005)**

(See under Geosciences for full description.)

### **ENVI 209 Human Ecology (Same as Anthropology 209) (Not offered 2003-2004)\***

(See under Anthropology for full description.)

**ENVI 213 The Economics of Natural Resource Use (Same as Economics 213) (Not offered 2003-2004) (Q)**

(See under Economics for full description.)

**ENVI 214(S) Remote Sensing and Geographic Information Systems (Same as Geosciences 214)**  
(See under Geosciences for full description.)

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

**ENVI 215(F) Climate Changes (Same as Geosciences 215) (Q)**

(See under Geosciences for full description.)

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

**ENVI 218T(S) The Carbon Cycle (Same as Geosciences 218T) (W)**

(See under Geosciences for full description.)

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

**ENVI 220 Field Botany and Plant Natural History (Same as Biology 220) (Not offered 2003-2004)**

(See under Biology for full description.)

**ENVI 221(F) Economics of the Environment (Same as Economics 221) (Q)**

(See under Economics for full description.)

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

**ENVI 224(F) The Rise and Fall of Civilizations (Same as Anthropology 214)\***

(See under Anthropology/Sociology for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

**ENVI 234 Economic Development in Poor Countries (Same as Economics 204) (Not offered 2003-2004)\***

(See under Economics for full description.)

**ENVI 253T(F) Coral Reefs (Same as Geosciences 253T) (W)**

(See under Geosciences for full description.)

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

**ENVI 270T(S) (formerly 308T) Environmental Policy (Same as Political Science 270T) (W)**

Over the past generation, the environment has emerged as a significant policy arena. This course discusses environmental policy and politics from the perspective of the constellation of professionals, managers, and activists involved in the implementation and formulation of policies. The technical and social challenges of environmental policy strain long-accepted notions of democratic representation and rationality. We examine institutional forms, and survey the conflicts that shape the governance of natural resources, property, and ecosystem services.

Format: tutorial. Requirements: each student completes, in stages, a research project on an environmental policy or controversy. A 12-page background paper at mid-semester describes the issues and actors. The subsequent research paper incorporates the background paper, with revisions, into a 20-page analysis of the case and its governmental dynamics, including policy recommendations. There is also a 90-minute exam on the course readings.

Prerequisites: Environmental Studies 101; Political Science 201 are recommended. *Enrollment limit: 12 (expected: 12). Preference given to seniors and juniors.*

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

Hour: TBA

K. LEE

**ENVI 287(S) The Dynamic of Globalization: Society, Religion and the Environment (Same as Religion 287)**

(See under Religion for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

**ENVI 302(F) Environmental Planning Workshop**

This interdisciplinary course introduces the theories, methodologies, and legal framework of Environmental planning and provides students with experience in the planning process through project

## *Environmental Studies*

work in the Berkshire region. The first part of the course introduces the students to planning literature especially through analysis and discussion of case studies. In the second section of the course, students apply their skills to the study of an actual planning problem. Small teams of students, working in conjunction with a client in the community, research and propose solutions to an immediate environmental planning problem. The project work draws on students' academic training, extracurricular activities, and applies interdisciplinary knowledge and methodologies. The course culminates in public presentations of each team's planning study. This course also includes field trips and computer labs. Format: discussion/project lab. Requirements: midterm exam, short written exercises, class presentations, public presentations, final group report.

Prerequisites: Environmental Studies 101 and Biology/Environmental Studies 203, or permission of instructors. *No enrollment limit (expected: 25). Open to juniors and seniors only.*

*Required course for students wishing to complete the Environmental Studies concentration.*

Hour: 11:20-12:35 TR

Lab: 1-4 T,R

ART and GARDNER

### **ENVI 305(S) North American Suburbs (Same as Arth 305)**

(See under Art—Arth for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

### **ENVI 307(F) Environmental Law (Same as Political Science 317)**

In the past twenty years, environmental law has emerged as an important aspect of how we govern the use of public and private property. This course introduces students to the study of law from the perspective of a litigator and legislator, and takes up both the common law of nuisance, which is the foundation for environmental governance in the Anglo-American tradition, and an array of statutory law, which has profound implications for our ideas about property and how we put those ideas into practice. In our society, and increasingly around the world, these ideas are central to civil order and to our efforts to maintain a balance between our individual wishes and our commitment to our communities.

Format: lecture/discussion.

Prerequisites: Political Science 201 and Environmental Studies 101. *No enrollment limit (expected: 20).*

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

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

VAN OOT

### **ENVI 308(S) Three Cities (Same as Arth 308)**

(See under Art—Arth for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

### **ENVI 312(S) Population and Community Ecology (Same as Biology 302) (Q)**

(See under Biology for full description.)

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

### **ENVI 313(F) (formerly 211) Global Trends, Sustainable Earth**

This course examines the possibility of sustainable development, an economy in which material prosperity pursued together with preservation of the life-support systems of the human and natural world. Over the past 200 years the human presence on the planet has changed dramatically, as seen in long-term trends of environmental modification, population growth, and economic change. These and other data are reviewed, in an effort to illuminate the idea of a gradual transition toward sustainability. Sustainability is examined as an emergent phenomenon—not a simple idea imposed from above, but the product of decentralized learning, market innovations, and social changes at many scales. Simulation exercises providing metaphors of emergent phenomena are used to stimulate imagination and thinking.

Format: seminar. Requirements: a long research paper designed by the student, several simulation exercises, and a brief final exam.

No prerequisites. *No enrollment limit (expected: 10).*

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

Hour: 1:10-2:25 MR

K. LEE

### **ENVI 320 Plans, Planners, Planning (Same as Arth 302) (Not offered 2003-2004)**

(See under Art—Arth for full description.)

### **ENVI 327 The North-American Park Idea (Same as Arth 307) (Not offered 2003-2004)**

(See under Art—Arth for full description.)

*Environmental Studies, First-Year Residential Seminar*

**ENVI 328(S) The International Politics of Oil (Same as Political Science 328)**

(See under Political Science for full description.)

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

**ENVI 341 Toxicology and Cancer (Same as Chemistry 341) (Not offered 2003-2004)**

(See under Chemistry for full description.)

**ENVI 351(F,S) Marine Policy (Same as American Maritime Studies 351) (Offered only at Mystic Seaport.)**

(See under American Maritime Studies for full description.)

*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

**ENVI 364(S) Instrumental Methods of Analysis (Same as Chemistry 364)**

(See under Chemistry for full description.)

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

**ENVI 377 Environmental Economics and Policy (Same as Economics 377) (Not offered 2003-2004)**

(See under Economics for full description.)

**ENVI 397(F), 398(S) Independent Study of Environmental Problems**

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the director of the Center.

Members of the Center

**ENVI 402(S) Syntheses: Senior Seminar**

This course asks students in environmental studies to synthesize their learning in the field—experiential and informal, as well as through courses—into a self-portrait and a statement of intellectual, professional, and personal purpose. Questions about past, present, and possible future value systems as they influence individual and social interactions with the natural environment will be raised. Students will be asked to become explicitly aware of their own values and will have an opportunity to justify them in a long synthesis paper.

Format: seminar. Evaluation will be based on class participation and a major paper.

Prerequisites: Environmental Studies 302. *No enrollment limit (expected: 15). Required course for students wishing to complete the Environmental Studies concentration.*

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

K. LEE

**ENVI 404T(S) Topics in Ecology: Biological Resources (Same as Biology 402T) (W)**

(See under Biology for full description.)

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

**ENVI 474(S) The History of Oil (Same as History 474)**

(See under History for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

**ENVI 493(F)-W031-494(S) Senior Research and Thesis**

**FIRST-YEAR RESIDENTIAL SEMINAR**

The First-Year Residential Seminar is part of a program designed to help students explore new ways of integrating their social and intellectual lives. Students who elect this seminar live together in the same residential unit. They take the seminar together during the fall semester, and enrollment in the seminar is restricted to students in the program. The seminar explores topics and issues that can be expected to promote lively discussions both in and out of class. It may be team-taught and may contain interdisciplinary subject matter.

All entering first-year students have the opportunity to express interest in participating in this program; if more students are interested than there are spaces available (usually 18-24), selection is done randomly. Participants must commit themselves to taking FRS 101.

*First-Year Residential Seminar, Geosciences*

**FRS 101(F) Introduction to Religion**

This course examines the structure and dynamics of certain aspects of religious thought, action, and sensibility—employing psychological, sociological, anthropological, and philosophical modes of inquiry. We will begin with a survey of stances toward religion that have come to dominate the century's view of the place and the truth of religion. These include the phenomenological, Mircea Eliade's *Sacred and the Profane*; the psychoanalytic, Sigmund Freud's *Civilization and Its Discontents*; the sociological, Emile Durkheim's *Elementary Forms of Religious Life*; the anthropological in the works of Clifford Geertz, Victor Turner, Claude Levi-Strauss and Carolyn Bynum; and finally the theological in the works of Paul Tillich and Mary Daly. With the tools we develop in the first half of the course we then turn to the study of some religious traditions: Hinduism, Buddhism, Confucianism, Judaism and Christianity. In this portion we will read such world classics as the Bhagavad Gita, Hebrew Scriptures, Gospel of Matthew, and Kierkegaard's *Fear and Trembling*. Emphasis on class discussion and the writing of interpretive papers.

Requirements: weekly 1-page papers in response to assigned questions, including visits to art museums and religious services. Writing these papers should help discussions, both in the classroom and in the dorm. Midterm paper and self-scheduled final. FRS students in the past have greatly appreciated having an entry-full of companions to talk with as they thought about how to respond to the course materials. This luxury is provided only within the framework of FRS.

*Enrollment limited to FRS students.*

Hour: 8:30-9:45 TR

DARROW

**GEOSCIENCES (Div. III)**

*Chair, Professor DAVID P. DETHIER*

Professors: DETHIER, M. JOHNSON, KARABINOS, WOBUS. Associate Professor: COX. Assistant Professor: STOLL. Research Associates: BAARLI, BACKUS, BRANDRISS.

**MAJOR**

The Geosciences major is designed (1) to provide an understanding of the physical and biological evolution of our planet and its interacting global systems, (2) to help us learn to live in harmony with our environment, and (3) to appreciate our place within the vastness of Earth history. Forces within the Earth are responsible for the development of mountain ranges and ocean basins. Waves, running water, and glaciers have shaped the surface of the Earth, providing the landscapes we see today. Fossils encased in sedimentary rocks supply evidence for the evolution of life and help to record the history of the Earth.

Students who graduate with a major in Geosciences from Williams can enter several different fields of geoscience or can use their background in other careers. Students who have continued in the geosciences are involved today, especially after graduate training, in environmental fields ranging from hydrology to earthquake prediction, in the petroleum and mining industries, federal and state geological surveys, geological consulting firms, and teaching and research in universities, colleges, and secondary schools. Graduates who have entered business or law have also found many applications for their geoscience background. Other graduates now in fields as diverse as art and medicine pursue their interest in the out-of-doors with a deeper appreciation for the natural world around them.

The Geosciences major sequence includes, after any 100-level course, six designated advanced courses, and two elective courses.

*Sequence Courses (required of majors)*

- 201 Geomorphology
- 202 Mineralogy and Geochemistry
- 215 Climate Changes
- 301 Structural Geology
- 302 Sedimentation
- 401 Stratigraphy

Elective courses may be clustered to provide concentrations in selected fields. Suggested groupings are listed below as guidelines for course selections, but other groups are possible according to the interests of the students. Departmental advisors are given for the different fields of Geosciences.

*1 Environmental Geoscience.* For students interested in surface processes and the application of geology to environmental problems such as land use planning, resource planning, environmental impact analysis, and environmental law. Such students should also consider enrolling in the coordinate program of the Center for Environmental Studies.

- 103 Environmental Geology and the Earth's Surface
- 104 Oceanography
- 206 Geological Sources of Energy *or*
- 208 Water and the Environment

214 Remote Sensing and Geographic Information Systems

215 Climate Changes

(Students interested in Environmental Geosciences should consult with Professors Dethier or Stoll.)

*II Oceanography, Stratigraphy and Sedimentation.* For students interested in the study of modern and ancient sedimentary environments and the marine organisms that inhabited them.

101 Biodiversity in Geologic Time

104 Oceanography

206 Geological Sources of Energy

212 Invertebrate Paleobiology

(Students interested in Oceanography, Stratigraphy, and Sedimentation should consult with Professors M. Johnson or Cox.)

*III The Solid Earth.* For students interested in plate tectonics, the processes active within the Earth, the origin and deformation of rocks and minerals, and mineral exploration.

102 An Unfinished Planet

105 Geology Outdoors

303 Igneous and Metamorphic Petrology

(Students interested in The Solid Earth should consult with Professors Wobus or Karabinos.)

With the consent of the department, certain courses at the 200 level or higher in Biology, Chemistry, Mathematics, or Physics may be substituted for elective courses in the major. Credit may be granted in the Geosciences major for American Maritime Studies 211/Geosciences 210 (*Oceanographic Processes*) or American Maritime Studies 311/Biology 231 (*Marine Ecology*) taken at Mystic Seaport.

Students considering graduate work in geosciences should also take courses in the allied sciences and mathematics in addition to the requirements of the Geosciences major. The selection of outside courses will depend on the field in which a student intends to specialize. Most geoscience graduate schools require a year of Chemistry and Mathematics through 105. For those going into Environmental Geoscience, courses in computer science or statistics are recommended. For those considering Oceanography, Stratigraphy, and Sedimentation, Biology 102 and Biology 203 are suggested. For students entering Solid-Earth fields, Physics 131 and 132 are recommended.

#### THE DEGREE WITH HONORS IN GEOSCIENCES

In order to be recommended for the degree with honors, a student is expected to have completed at least two semesters and a winter study project (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. The principal considerations in admitting a student to a program of independent research are mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation.

Further advice on the major can be obtained from the department chair.

#### **GEOS 101 Biodiversity in Geologic Time (Same as Environmental Studies 105) (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/geos/geos101.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos101.html))

M. JOHNSON

#### **GEOS 102(S) An Unfinished Planet**

The Earth is a work-in-progress, an evolving planet whose vital signs—as expressed by earthquakes, volcanic eruptions, and shifting plates—are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of this century—to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook and primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Format: lecture, three hours per week; lab (several involving field work), two hours per week; one required all-day field trip during the last week of the semester to the Connecticut Valley and the highlands of western Massachusetts. Evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam.

*Enrollment limit: 40 (expected: 35).*

Hour: 10:00-10:50 MWF

Lab: 1-3 W,R

WOBUS

#### **GEOS 103(F) Environmental Geology and the Earth's Surface (Same as Environmental Studies 103)**

Limitations imposed by the physical environment have become increasingly important as population expands. Geologic materials such as soil, sediment, and bedrock, and geologic processes involving

## Geosciences

earthquakes, volcanic activity, and running water often pose constraints on land use. This course examines the nature of geologic materials, the physical processes that continuously change the surface of the Earth, and how these processes affect human activity. Topics include volcanic and earthquake hazards, surface-water erosion and flooding, landslides, groundwater, solid waste disposal, resource issues, global climate change, and the importance of geologic information to land-use planning. Laboratories emphasize field and classroom studies of surface processes and discussion of their application to planning.

Format: lecture/discussion, three hours per week; laboratory, two hours per week; local field trips. Evaluation will be based on two hour exams, weekly labs, and a final exam.

*Enrollment limit: 30 (expected: 25).*

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

Hour: 11:00-11:50 MWF

Lab: 1-3 M,W

DETHIER and STOLL

### **GEOS 104(S) Oceanography (Same as Environmental Studies 104)**

This course will present an integrated introduction to the oceans. Topics covered will include formation and history of the ocean basins; ocean chemistry; oceans through time; currents, tides, and waves; oceans and climate; coastal processes and ecology; productivity in the oceans; and resources and pollution. Coastal oceanography will be investigated on an all-day field trip to the New England coast. Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip. Evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam.

*Enrollment limit: 60 (expected: 60). Preference given to first-year students.*

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

Hour: 11:00-11:50 MWF

Lab: 1-3 M,T

COX

### **GEOS 105(F) Geology Outdoors (W)**

An introduction to geology through student field projects. The mountains, lakes, rivers, and valleys of the Williamstown area provide unusual opportunities for learning geology in the field. Student projects will include the study of streams as active agents of erosion and deposition, the effects of glaciation on the New England landscape, and the history of mountain building in the Appalachians. Following several group projects introducing the techniques of field geology, students will pursue independent projects on subjects of particular interest to them. This course departs from the standard science course format with three lectures and a required lab each week. Instead, emphasis is placed on learning through active participation in field projects and presentation of results through high quality writing. The class will meet two afternoons each week from 1:00 to 3:45 p.m. There will be two all day field trips. This course is designed for students who have a serious interest in geology or other natural and environmental sciences, the outdoors, and writing.

Format: discussion/field laboratory, six hours per week. Evaluation will be based on participation in field work and discussions, five eight-page papers based on field projects, and an oral presentation of independent projects. Students will use detailed comments on their papers to improve their writing style in successive assignments.

No prerequisites; no previous knowledge of geology required. *Open only to first-year students. Enrollment limit: 12 (expected: 12).*

Hour: 1:00-4:00 TF

KARABINOS

### **GEOS 201(F) Geomorphology (Same as Environmental Studies 205)**

This course is designed for geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. The course emphasizes the nature and rates of constructional, weathering, and erosional processes and the influence of climatic, tectonic, and volcanic forces on landform evolution. Labs focus on field measurements of hydrologic and geomorphic processes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.

Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains. Evaluation will be based on two hour exams, a project, and lab work.

Prerequisites: any 100-level Geosciences course *or* consent of the instructor. *No enrollment limit (expected: 18).*

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

Hour: 8:30-9:45 TR

Lab: 1-4 T

DETHIER

### **GEOS 202(S) Mineralogy and Geochemistry**

This course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems.

Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy, x-ray diffraction and x-ray fluorescence analysis; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.



Format: lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip. Evaluation will be based on one hour test, lab work, and a final exam.

Prerequisites: one 100-level Geosciences course *or* consent of the instructor. *No enrollment limit (expected: 12).*

Hour: 8:30-9:45 TR

Lab: 1-4 T

WOBUS

**GEOS 206(S) Geological Sources of Energy (Same as Environmental Studies 206)**

The severe economic effects of interruptions in oil supply highlight the dependence of most countries on low-cost supplies of energy. What sources of energy will supply the world economy in the twenty-first century and which countries will control these supplies? This course is an introduction to geological and related sources of energy. Topics covered include: solar energy; the availability and environmental consequences of hydroelectric, wind, and tidal power; biomass energy; energy from nuclear reactions; and geothermal power.

Format: lecture, three hours per week/discussion, one hour per week/problem sets/field trips. Evaluation will be based on an hour exam, an 8- to 10-page paper, class participation, and a final exam.

*No enrollment limit (expected: 30).*

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

Hour: 9:55-11:10 TR

DETHIER

**GEOS 208 Water and the Environment (Same as Environmental Studies 208) (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/geos/geos208.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos208.html))

DETHIER

**GEOS 210(FS) Oceanographic Processes (Same as American Maritime Studies 211) (Offered only at Mystic Seaport.)**

(See under American Maritime studies for full description.)

*Students who have taken Geosciences 104 may not take Geosciences 210 for credit.*

**GEOS 212 Invertebrate Paleobiology (Same as Biology 211) (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/geos/geos212.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos212.html))

M. JOHNSON

**GEOS 214(S) Remote Sensing and Geographic Information Systems (Same as Environmental Studies 214)**

Remote sensing involves the collection and processing of data from satellite and airborne sensors to yield environmental information about the Earth's surface and lower atmosphere. Remote sensing enhances regional mapping of rock types and faults and analysis of vegetation cover and land-use changes over time. A Geographic Information System (GIS) links satellite-based environmental measurements with spatial data such as topography, transportation networks, and political boundaries, allowing display and quantitative analysis at the same scale using the same geographic reference. This course covers the principles and practice of remote-data capture and geographic rectification using a Global Positioning System (GPS), as well as the concepts of Remote Sensing, including linear and non-linear image enhancements, convolution filtering, principle components analysis, and classification. Principles of GIS include display and classification, spatial buffers, and logical overlays. Weekly labs focus on practical applications of these techniques to data from Hopkins Memorial Forest, the Berkshire region, and other areas of North America.

Format: lecture, three hours per week; laboratory, weekly.

Prerequisites: at least one introductory course in Biology, Environmental Studies, or Geosciences. *Enrollment limit: 16 (expected: 16). Preference given to sophomores and juniors.*

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

Hour: 11:00-12:15 MW

Lab: 1-4 M

DETHIER and S. SHEPARD

**GEOS 215(F) Climate Changes (Same as Environmental Studies 215) (Q)**

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes that may result from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like insolation, distribution of heat, ocean circulation, and the greenhouse effect. At the same time, we will review the geological record of climate changes in the past, examining their causes, positive and negative feedback effects, and indicators of the stability or instability of the climate system.

Format: lecture/discussion, three hours per week. Evaluation will be based on weekly problems (25%), two hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data. Weekly exercises will emphasize developing problem solving skills and using quantitative analyses to assess if a given explanation is possible and reasonable. These exercises will include

## Geosciences

developing and applying numerical models of the carbon cycle and basic radiative balance models. No prerequisites. *No enrollment limit (expected: 25).*  
*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*  
Hour: 9:55-11:10 TR STOLL

### **GEOS 217T Planetary Geology (Same as Astronomy 217T) (Not offered 2003-2004; to be offered 2004-2005) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/geos/geos217.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos217.html))

COX

### **GEOS 218T(S) The Carbon Cycle (Same as Environmental Studies 218T) (W)**

Carbon dioxide is the most important atmospheric greenhouse gas, and human activities are adding carbon to the atmosphere at unprecedented rates. Yet only half of the carbon we emit each year remains in the atmosphere because biological, geological, and chemical processes continually cycle carbon from the atmosphere to the ocean, to land plants and soils, and to sediments. The workings of the carbon cycle are at the center of many controversies surrounding the causes of past climate changes and the outcome of future global warming. How was the earth's climate steered by past changes in the carbon cycle, billions and millions of years ago? Will natural processes continue to take up such a high percentage of carbon emissions as emissions continue and climate changes? Can and should we coax natural systems to take up even more carbon? How might carbon emissions be reduced on the scale of the Williams campus? We will explore these issues through readings of current journal articles and reports, as well as participation in a national workshop on reducing carbon emissions on campuses.

Format: tutorial. Requirements: after an initial group meeting, students will meet in pairs for one hour each week with the instructor. Each student will orally present a written paper every other week for criticism during the tutorial session. Evaluation will be based on the five papers and each student's effectiveness as a critic.

Prerequisites: one introductory course in Biology, Chemistry, or Geosciences or one course cross-listed in the Environmental Studies program. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.*

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*  
Hour: TBA STOLL

### **GEOS 250T Tectonics, Erosion, and Climate (Not offered 2003-2004; to be offered 2004-2005) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/geos/geos250.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos250.html))

KARABINOS

### **GEOS 253T(F) Coral Reefs (Same as Environmental Studies 253T) (W)**

Coral reefs worldwide face mounting ecological pressures from climate warming, increased incidence of coral diseases, dredging, pollution, overfishing, and increased destruction caused by boat anchors, boat groundings, and mauling by divers. Evaluating the present and long-term effects of these factors depends on an understanding of the complex dynamics of reef systems. This tutorial will investigate the geology, sedimentology, biogeochemistry, and ecology of coral reefs, both modern and ancient. The course will be linked to a 2003 winter study course during which we will map a modern fringing reef complex on St. John, U.S. Virgin Islands. Participation in the winter study excursion is not required of tutorial enrollees, but the tutorial is a prerequisite for the winter study course.

Format: tutorial. Evaluation will be based on six 3000-word (about 6 pages) papers, discussion, and critical analysis. There will be a strong focus on polished writing and argument, and papers will be thoroughly edited for style, grammar, and syntax. Students will improve their writing by integrating into successive papers the editorial comments they receive and also by editing the writing of their tutorial partners.

Prerequisites: one Geosciences course or permission of instructor. *Enrollment limit: 12 (expected: 12). Preference given to sophomores.*

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*  
*This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: TBA

COX

### **GEOS 301(F) Structural Geology (Q)**

The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.

Format: lecture/discussion, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam. Many of the laboratories and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology.

Prerequisites: Geosciences 101, 102, 103, or 105 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:00-12:15 MW

Lab: 1-4 M

KARABINOS

**GEOS 302(S) Sedimentation (W)**

The composition and architecture of sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course will provide an introduction to the principles of sedimentology, including sedimentary petrology, fluid mechanics, bedform analysis, and facies architecture.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; one half-day and one all-day field trip. Evaluation will be based on laboratory work, writing assignments, an hour exam, and a final exam. Ten written critiques (each 1000 words) of specific assigned papers from the sedimentological literature are designed to teach clear written expression and careful analytical reading. Papers will be thoroughly edited for style, grammar and syntax. Students will improve their writing by integrating editorial comments into successive papers. Each student will compile his/her papers as a growing body of work, and each new paper will be read and edited in the context of the previous submissions.

Prerequisites: Geosciences 202 (may be taken concurrently). *Enrollment limit: 16 (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

COX

**GEOS 303(F) Igneous and Metamorphic Petrology**

The origin of metamorphic, plutonic, and volcanic rocks are examined in the light of field evidence and experimental work. Rock texture and composition are used to interpret the environment of formation of individual rock types, and important assemblages are related, where possible, to theories of global tectonics.

Laboratory work emphasizes the study of individual rock units and rock suites in hand specimens and by petrographic and x-ray techniques.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; several field trips including one all-day trip to central New Hampshire. Evaluation will be based on lab work, one hour test, and a final exam.

Prerequisites: Geosciences 202. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-4 W

WOBUS

**GEOS 401 Stratigraphy (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/geos/geos401.html](http://www.williams.edu/Registrar/catalog/depts/geos/geos401.html))

M. JOHNSON

**GEOS 404T(S) Geology of the Appalachians (W)**

The Appalachians are the eroded remnants of a mountain range that once rivaled the Alps and, perhaps, the Himalayas in elevation. They formed hundreds of millions of years ago in three distinct collisions with other continents. The Appalachians record a rich geologic history of continental rifting, formation and closing of ocean basins, continental collision, and mountain building. We will read papers that describe the history of the Appalachians beginning with the Late Precambrian opening of the Iapetus ocean, through the Paleozoic orogenies that formed the Appalachians, and ending with the formation of the Atlantic. The history of the Appalachians remains controversial, in part, because of diverse perspectives that geologists bring to their work and interpretations, such as different specialties, guiding paradigms, and field areas. The readings are designed to illuminate the roots of the important controversies as well as the geologic history of this well studied mountain belt.

Format: tutorial; after an initial group meeting, students will meet in pairs for one hour each week with the instructor. Each student will orally present a written paper every other week for criticism during the tutorial session. Evaluation will be based on the five papers and each student's effectiveness as a critic.

Prerequisites: one upper level Geosciences course. *Enrollment limit: 10 (expected: 10).*

Hour: 9:55-11:10 TR

KARABINOS

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

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

**GERMAN (Div. I)**

*Chair*, Professor BRUCE KIEFFER

Professors: DRUXES, B. KIEFFER, G. NEWMAN. Part-time Lecturer: E. KIEFFER\$.  
Teaching Associates: GREINER, SZLEZAK.

**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 basic communica-

## *German*

tive 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 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 wanting to attain fluency in German to spend a semester or year studying in Germany, Austria, or Switzerland, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad are advised to discuss their language preparation with a member of the department.

### LITERATURE IN TRANSLATION

The department regularly offers courses on German literature in translation for students who have little or no knowledge of German, but who wish to become acquainted with the major achievements in German literary and intellectual history.

### ADVANCED STUDIES

The department offers a variety of advanced courses for students who wish to investigate German literature, thought, and culture in the original. German 202 is given each year and is recommended as preparation for upper-level courses.

### THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—two fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

Students must receive a minimum grade of B in each course taken in the sequence. In addition, they must score of at least 650 (out of a possible 800) on the ETS (Educational Testing Service) Proficiency Test.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

#### *Required Courses*

German 101  
German 102  
German 103  
German 104  
German 201

#### *Electives*

- ◆ at least one course (in German or English) on German cultural history (literature, art, drama, music)
- ◆ at least one course (in German or English) on German intellectual, political, or social history

### MAJORS

The department supports two distinct majors: German Studies and German Literature.

#### *German Studies*

German Studies offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

The German Studies major consists of ten courses. Students selecting the major must normally complete German 104 or the equivalent no later than the end of the sophomore year.

#### *Required Courses*

German 103  
German 104  
German 201  
German 202

Two of the four sequence courses 301, 302, 303, and 304

Four other courses drawn from German offerings above 202 and offerings in other departments chosen in consultation with the chair of the German Department. The electives must include courses from at least two departments other than German.

Examples of appropriate courses in other departments are:

ArH 267 Art in Germany: 1960 to the Present  
 Comparative Literature 232 European Modernism: Modernity and Its Discontents  
 Music 108 The Symphony  
 Music 117 Mozart  
 Music 118 Bach  
 Music 120 Beethoven  
 Philosophy 309 Kant  
 Philosophy 316 Schopenhauer and Nietzsche  
 Political Science 322 The German Question in European Politics

German Studies majors may receive major credit for as many as four courses taken during study abroad.

Majors with advanced interests are encouraged to propose independent-study courses (GERM 497 or GERM 498).

#### *German Literature*

The German Literature major consists of nine courses. Students selecting this major should usually have completed German 104 or the equivalent by the end of the sophomore year.

#### *Required Courses*

German 202

Two of the four sequence courses 301, 302, 303, 304

#### *Electives*

Six other courses. At least four must focus on topics in German literary history. Two may be either language courses above 103 or relevant courses offered in other departments such as Comparative Literature and Philosophy.

German Literature majors may receive major credit for up to four courses taken during study abroad.

Majors with advanced interests are encouraged to propose independent-study courses (GERM 497 or GERM 498).

#### THE DEGREE WITH HONORS IN GERMAN

Students earn honors by completing a senior thesis (German 493-W031-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

#### **GERM 101(F)-W088-102(S) Elementary German**

A comprehensive introduction to German grammar utilizing all four linguistic skills: understanding, speaking, reading, and writing. The class meets five hours a week. *Credit granted only on successful completion of 102.* Students electing this course are required to attend, and pass, the sustaining program in the winter study period.

Requirements: quizzes, tests, and active class participation. *For students with no previous preparation.*

Hour: 10:00-10:50 MTWRF, 9:00-9:50 MWF and 8:55-9:45 TR First Semester: DRUXES, NEWMAN  
 10:00-10:50 MTWRF, 9:00-9:50 MWF and 8:55-9:45 TR Second Semester: B. KIEFFER, NEWMAN

#### **GERM 103(F) Intermediate German I**

Intensive grammar review. Practice in writing and speaking, vocabulary building. For the last five weeks of the course, we will interact with students in the intermediate German course at Vassar College, through a Web-based German-language MOO (a discussion and design medium), on a variety of projects concerning private and public selves, personal and communal space, and society.

Prerequisites: German 101-102 or equivalent preparation.

Hour: 9:00-9:50 MWF

B. KIEFFER

#### **GERM 104(S) Intermediate German II**

The prerequisite to all advanced courses in German. A portion of the course will be taught together with students at Vassar College in a German-language MOO (a virtual discussion medium). We will work on shared tasks in small groups, on topics in contemporary German culture and society. We will also meet our partners from Vassar face-to-face at least once. Practice in speaking and writing; reading in a variety of texts. *Conducted in German.*

Prerequisites: German 103 or equivalent preparation.

Hour: 9:00-9:50 MWF

DRUXES

#### **GERM 201(F) Advanced German**

This course expands on the reading, writing, and speaking skills acquired at the intermediate level, via extensive and intensive work with texts of various sorts, including web sites, newspapers, fiction, au-

## German

audio and video material. *Conducted in German; Readings in German.*

Requirements: active class participation, frequent short writing assignments, oral presentations, final project.

Prerequisites: German 104 or the equivalent. *No enrollment limit (expected: 8).*

Hour: 11:00-11:50 MWF

DRUXES

### **GERM 202(S) German Politics**

The course will provide an overview of the principal governmental structures and political institutions of the Federal Republic of Germany. We will also consider the main issues of the day, such as Germany's relations with the United States, Russia, and China, its role as the major power of Central Europe, its place within the European Union, immigration and citizenship policies, pension and tax reform, cultural subsidies, the environment, and the special status of the former Communist areas. We will make extensive use of newspapers and other web-based resources. Conducted entirely in German. Format: seminar. Requirements: active class participation, three or four short papers totaling 15 pages.

Prerequisites: German 201 or instructor's permission. *No enrollment limit (expected: 10).*

Hour: 2:35-3:50 MR

B. KIEFFER

### **GERM 210(F) From Voltaire to Nietzsche (Same as Comparative Literature 211)**

The 130 years from Voltaire's *Candide* to Nietzsche's *Anti-Christ* were a period of astounding literary and philosophical development in Europe, with French and German writers not only playing leading roles but also intensely influencing one another. The course will examine French-German intellectual achievements and relations against the backdrop of the political and social metamorphoses of France and Germany from the reign of Louis XV to Bismarck's creation of the Second Reich. Readings will be drawn from the works of Voltaire, Lessing, Rousseau, Kant, Goethe, Condorcet, Schiller, Madame de Staël, Novalis, Nerval, Büchner, Baudelaire, Marx, George Sand, and Nietzsche. All readings in English translation, but students with competence in French and/or German will have the opportunity to read some works in the original.

Format: lecture/discussion. Requirements: active class participation, two take-home essay exams.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to German majors and by seniority.*

Hour: 2:35-3:50 MR

B. KIEFFER

### **GERM 301 German Studies, 1770-1830 (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/germ/germ301.html](http://www.williams.edu/Registrar/catalog/depts/germ/germ301.html))

B. KIEFFER

### **GERM 302(F) German Studies, 1830-1900**

The nineteenth century in Germany and Austria was a crucial time in all areas of culture and thought. The debates that raged in the intellectual and ideological arena (think Marx, Nietzsche, Freud) and in the world of music (Wagner vs. Brahms) combined with the political developments that culminated in the unification of Germany in 1871 to form a significant foundation for the political, philosophical, and artistic landscape of the twentieth century. We will study some of the works that played a significant role in this process, perhaps including those by Büchner, Droste-Hülshoff, Marx, B. von Arnim, Fontane, Wagner, Brahms, Hauptmann, and the young Freud. *Conducted in German.*

Format: seminar. Requirements: active class participation, several short interpretation exercises, one presentation, two papers.

Prerequisites: German 202 or the equivalent. *No enrollment limit (expected: 8).*

Hour: 1:10-2:25 MR

NEWMAN

### **GERM 303(S) German Studies 1900-1938**

This course surveys the major social and literary movements of Germany from the turn of the century to the rise of the Nazis. We will study various phenomena associated with modernism—urban institutions like the department store and the cinema (Hessel, Benjamin), expressionist poetry (Trakl, Lasker-Schüler), generational conflict via Kafka's alienated sons, Jews in Germany (Klemperer), the patriotic fervor of World War One and its aftermath (Toller, Jünger), Dadaism (Schwitters), the Weimar Republic, inflation and the big crash (Fallada), Nazi ideology and propaganda tactics (Riefenstahl, Speer). Wherever possible, we will read journalism, diary entries or letters that give us insight into daily life during this highly fractured period of tumultuous political and social changes. *Readings in German.*

Requirements: active class participation, midterm, oral report, two short exercises, final exam

Prerequisites: German 107 or German 108. *No enrollment limit (expected: 8).*

Hour: 1:10-2:25 MR

DRUXES

### **GERM 304 German Literature 1939-Present (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/germ/germ304.html](http://www.williams.edu/Registrar/catalog/depts/germ/germ304.html))

### **GERM 493(F)-W031-494(S) Senior Thesis**

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

**GERM 501(F)-502(S) (101-102) Elementary German**

This course is the regular undergraduate introductory course for graduate students of art history.

Hour: 10:00-10:50 MTWRF, 9:00-9:50 MWF and 8:55-9:45 TR First Semester: DRUXES, NEWMAN  
10:00-10:50 MTWRF, 9:00-9:50 MWF and 8:55-9:45 TR Second Semester: B. KIEFFER, NEWMAN

**GERM 509(F) Readings in German Art History and Criticism**

Texts will be selected from fundamental works of art history and criticism and from the specialized literature required in concurrent art seminars in the Graduate Program in Art History.

Prerequisites: German 501-502 or equivalent preparation (a score of 500 or higher on the CEEB Reading Examination). Enrollment limited to graduate students; others by permission of the department.

Hour: 9:00-9:50 MWF

E. KIEFFER

## **HISTORY (Div. II)**

*Chair, Professor REGINA G. KUNZEL*

Professors: R. DALZELL\*\*, DEW\*, KOHUT, KUNZEL, SINGHAM, W. WAGNER\*, WATERS, WOOD. Associate Professors: MUTONGI, WHALEN, WONG. Assistant Professors: AUBERT, BERNHARDSSON, GOLDBERG\*, HICKS\*\*\*, KITTLESON, LONG, MARUKO, MERRILL, REEVES\*\*. Boskey Visiting Assistant Professor: GARBARINI. Visiting Assistant Professors: LATCHAM, STARENKO.

### **GENERAL STATEMENT OF GOALS**

Although the History Department aspires to pursue a variety of goals, our core objectives remain the cultivation in our students of a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed opinions and their analytical and rhetorical skills generally. While members of the department attempt to accomplish these multiple objectives individually through their particular courses and their other contacts with students, the department seeks to do so collectively through the structure of the History curriculum and the requirements of the History major.

### **COURSE NUMBERS**

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

*First-Year Seminars and Tutorials (102-199):* These writing intensive courses introduce students to the richness of historical approaches to the past and to the contested subjects on which historians focus. They emphasize the acquisition of skills needed in the advanced study of history and are ideal for students contemplating a major in History. Each seminar is limited to nineteen students, and each tutorial, to ten students. In the case of seminars, Preference given to first-year students and then to sophomores. First-year students and sophomores will be given equal preference in the case of tutorials, to which the writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central. In any case, first-year students will not normally be permitted to enroll in a tutorial during their first semester. Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

*Introductory Survey Courses (202-299):* These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

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*Junior Seminars (301):* Junior seminars offer a series of “reflections on history,” are *required* for the degree in History, and are normally *restricted* to junior History majors. Each seminar focuses in depth on questions of methodology, historiography, and/or epistemology and is intended to introduce students to various ways of thinking about and “doing” history, both in the present and in the past. Each year several junior seminars will be offered; prospective majors must select two junior seminars at the end of their sophomore year and will then be assigned to one of their two choices. If students are studying away from Williams during their junior year, they must enroll in a junior seminar during their senior year.

*Advanced Electives (302-399):* These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

*Advanced Seminars (402-479):* These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference given to senior History majors, followed by junior History majors.

*Advanced Tutorials (480-492):* These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and Preference given to senior History majors. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student’s essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East	102-111	202-211	302-311	402-411
Asia	112-121	212-221	312-321	412-421
Europe and Russia	122-141	222-241	322-341	422-441
Latin America and the Caribbean	142-151	242-251	342-351	442-451
United States	152-191	252-291	352-391	452-471
Transnational/Comparative	192-199	292-299	392-396	472-479

### ADVISING

Both majors and non-majors are encouraged to talk at any time with Professor Wagner, the department chair, Mrs. Swift, the department administrative assistant, or any other member of the department about the History major.

All majors will be assigned a faculty advisor. All majors must meet with their advisor, or the department chair, during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior honors program or graduate school should contact Professor Wong. Prospective study abroad students should contact Mrs. Swift.

### ADVANCED PLACEMENT

Students will be granted one semester course credit toward the course requirement in the History major if they receive a score of 4 or 5 on one or more of the Advanced Placement examinations in history. Even if two or more Advanced Placement examinations are taken, and the student receives a 4 or 5 on more than one of them, only one semester course credit will be applied toward the course requirement in the History major. Moreover, such credit may not be used to satisfy the group requirements or concentration requirements. Beginning with the class of 2008, no credit toward the History major will be granted for AP examination results. Students receiving a grade of 5 on any AP history examination, however, will be guaranteed a place in the 100-level seminar of their choice.

### THE MAJOR

The major consists of at least *nine semester courses* as follows:

#### *Required Courses in the Major*

One Junior Seminar (History 301)

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

#### *Elective Courses*

Seven (or more) additional semester courses in History, at least *one* of these to be chosen from each of the following *three* groups:

*Group A:* History of the United States



*Group B:* European History (including Russian History)

*Group C:* History of Asia, Africa and the Middle East, and/or Latin-American and the Caribbean

In addition, students must take at least one course dealing with the premodern period (designated *Group D* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A-C*).

A single course can meet the requirement for no more than one of Groups A through C. Only one First-year seminar and one First-year tutorial (102-199) may be used to meet the group requirements.

*Concentration in the Major*

All students are required to adopt a concentration within the History major. The concentration should be selected in consultation with a faculty advisor at spring registration during the sophomore year. A list of concentrations is appended below and a list of the courses that fall within each concentration is available from the History Department office and can also be found on the department's website. Students must choose to concentrate in one of these eighteen broad areas unless they petition the department's Curriculum Committee to substitute a concentration of their own design. A concentration will consist of at least three courses linked by common themes, geography, or time period; *only one* of those courses can be a 100-level seminar while *at least* one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. In selecting courses to meet their concentration requirement, students should be aware that not every course is offered every year. Courses taken abroad may be included in the concentration with the approval of the chair.

*Concentrations:*

1. Africa and the African Diaspora
2. Asia and the Asian Diaspora
3. Comparative Slavery
4. Ancient, Medieval, and Renaissance Europe
5. Early Modern Europe
6. Modern Europe
7. Gender and Sexuality
8. History of Ideas
9. Imperialism, Nationalism, and European Expansion
10. Latin America and the Caribbean
11. Latin America and the Latina/o Diaspora
12. Religion
13. The Twentieth-Century World
14. Colonial North America and the United States to 1865
15. The United States Since 1865
16. Race and Ethnicity in North America
17. Urban and Environmental History
18. War and Revolution

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and honors seminar.

Application to enter the honors program should be made by spring registration in the junior year and should be based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write an honors thesis must submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year should make arrangements to apply before leaving. Normally, it is the responsibility of the individual student to procure the agreement of a member of the department to act as his or her thesis advisor, and the student must therefore consult with a member of the department about a thesis topic and a possible thesis advisor *prior* to submitting a proposal to the department. A student who is uncertain of which member of the department might be an appropriate advisor, or who otherwise is unable to find an advisor, should contact the chair of the honors committee. An honors thesis proposal must be signed by a member of the History Department. Normally, the thesis topic should be related to course work which the student has previously done. Students should be aware, however, that while the department will try to accommodate all students who qualify to pursue honors, particular topics may be deemed unfeasible and students may have to revise their topics accordingly. Final admission to the honors thesis program will depend on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the honors thesis program, he or she should register for History 493, *Senior Honors Thesis Research Seminar*, in the fall semester, for History 031 during winter study, and for History 494, *Senior Honors Thesis Writing Seminar*, in the spring. In

## History

addition to doing the research for and writing a thesis of approximately 75-100 pages, students will attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students should work regularly on their research and consult frequently with their advisors. Throughout the semester, honors candidates will also present written progress reports for group discussion to the seminar (History 493). Performance in the seminar will be evaluated on the basis of class participation and completed written work and will determine if a student will continue in the thesis program. For students proceeding to History 031 and History 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year.

Students who are deemed to be making satisfactory progress on their research and writing at this point will be allowed to continue with the thesis. They will devote the entire winter study period to thesis work. They should conclude their research during winter study and complete at least one chapter of their thesis for submission to their advisor before the end of winter study. At the end of winter study, the honors committee will formally consult with advisors and make recommendations to the department concerning which students should be allowed to proceed with the thesis. During the early weeks of the second semester, students will present a draft chapter of their thesis to the honors seminar.

Completed theses will be due in mid-April, after which each student will prepare and present a short oral presentation of his or her thesis for delivery at the departmental Honors Colloquium. Another student who has read the thesis will then offer a critique of it, after which the two faculty readers of the thesis will offer their own comments and questions. Finally, there will be a general discussion of the thesis by students and other members of the department.

## LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

## COURSES

### FIRST-YEAR SEMINARS AND TUTORIALS (102-199)

These writing intensive courses introduce students to the richness of historical approaches to the past and to the contested subjects on which historians focus. They emphasize the acquisition of skills needed in the advanced study of history and are ideal for students contemplating a major in History. Each seminar is limited to nineteen students, and each tutorial, to ten students. In the case of seminars, Preference given to first-year students and then to sophomores. First-year students and sophomores will be given equal preference in the case of tutorials, to which the writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central. In any case, first-year students will not normally be permitted to enroll in a tutorial during their first semester. Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

#### FIRST-YEAR SEMINARS AND TUTORIALS: ASIA (112-121)

##### **HIST 112 The Mao Cult (Not offered 2003-2004)(W)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist112.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist112.html))

REEVES

#### FIRST-YEAR SEMINARS AND TUTORIALS: EUROPE AND RUSSIA (122-141)

##### **HIST 124 The Vikings (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist124.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist124.html))

GOLDBERG

##### **HIST 127(F) (formerly 105) The Expansion of Europe (W)**

This course investigates the expansion of European power and influence over much of the rest of the world from the late Middle Ages to the mid-nineteenth century—the early period of European Imperialism. Specific topics will vary, but include the development and initial expansion of medieval and Renaissance Europe, the discovery and conquest of the New World, the struggle with Islam for command of the seas, the establishment of European influence in the East and Far East, the slave trade, the invasion of North America, and the initial steps toward hegemony in the Middle East and Africa. Students will investigate the ways in which individual personality, religiosity, greed, critical first contacts, and cultural misunderstandings and prejudices combined with important aspects of the Military, Scientific, and early Industrial Revolutions to establish European hegemony on a world-wide scale during this early period of European Imperialism.

Format: seminar. Evaluation will be based on five short written exercises and one research paper.

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

Groups B and D

Hour: 1:10-2:25 MR

WOOD

**HIST 129(F) (formerly 107) Religion, Race, and Gender in the Age of the French Revolution (W)\***

The French Revolution was an important turning point in world history. Besides ushering in an age of *liberté* (liberty) and *égalité* (equality), it also postulated the existence of a new revolutionary *fraternité* (brotherhood) between peoples of all backgrounds. Would revolutionary fraternity include women, African slaves, and Jews in the new democratic polity? French men and women debated these questions in ways that have had a direct impact on our contemporary discussions of race, gender, religious freedom and ethnicity. In this course, we will explore these debates, their Enlightenment roots, and the legacy of these debates for France's minorities today, especially those of Arabic and Islamic origin. Students will be introduced to various types of historical sources (rare books, art, opera, plays), as well as to the lively historiographical debates between historians of France concerning methodology, politics, and the goal of historical research.

Format: seminar. Evaluation will be based on class participation, oral reports, several short papers, a 10-page research paper, and an oral final examination. The class will also be expected to go on a couple of field trips.

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

*Groups B and D*

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

SINGHAM

**HIST 135T(S) The Great War, 1914-1918 (W)**

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement.

What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Format: tutorial.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to first-year students and sophomores.*

*Group B*

Hour: TBA

WOOD

**HIST 140 Fin-de Siecle Russia: Cultural Splendor, Imperial Decay (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist140.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist140.html))

W. WAGNER

**FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)****HIST 148(S) (formerly 102) The Mexican Revolution: 1910 to NAFTA (W)\***

The first great revolution in the twentieth century, the Mexican Revolution was as dramatic and compelling as later episodes in Russia, China and Cuba. Using a wide variety of sources—from films, murals, and comic books to classic works of political and social history—this seminar will examine the forces that exploded in over a decade of violence and produced the peculiar "institutional revolutionary" government that ruled Mexico from the 1920s to the crises of the late 1990s. Was the Revolution a true social revolution or just a "palace coup"? Did workers, women, peasants, or indigenous peoples make real gains in social or political power during the after the Revolution? How democratic or authoritarian is the Mexico that emerged from the brutal decade of the 1910s? Finally, in light of globalization, the political scandals of the 1990s, and ongoing peasant rebellion in Chiapas, is the Revolution dead or is its promise only now to be fulfilled?

Format: seminar. Evaluation will be based on class participation, a series of short written assignments, and a research paper.

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

*Group C*

Hour: 2:35-3:50 MR

KITTLESON

**FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)****HIST 152(F) "New Worlds for All": European-Indian Encounters in Colonial North America (W)\***

This course focuses on the interactions between Indians and Europeans in the contexts of Spanish, French, Dutch, and British exploration and colonization of North America. Drawing upon our critical reading of secondary and primary sources, we will explore the political, economic, social, and cultural transformations visited upon both Indian and Euro-American societies as a result of European at-

## History

tempts to control vast North American territories from the Saint Lawrence valley to Florida and from the Lower Mississippi valley to California. Because of the large scope of our inquiry we will proceed both chronologically and thematically. Our themes will include: Indian resistance and adaptation to European invasions and evangelizing efforts; diplomacy, warfare, and the evolution of North American geopolitics; Frontier exchange economies and the transformation of material cultures; the transformation and construction of colonial identities (Euro-American and Indian concepts of "self," the racialization of Euro-American perceptions of Indians and Indians' perceptions of Europeans).

Over the course of the semester, students will write several response papers based on secondary readings to help them assess how historians have addressed these themes. These papers will serve as the basis for our discussion of the methodologies, theories, and sources historians use to reconstruct the history of European-Indian encounters. Short response papers will also familiarize students with some of the most important historiographical debates of colonial North American history and will help them conceptualize and write an original research paper based upon a combination of primary and secondary sources.

Format: seminar. Evaluation will be based on class attendance and participation, weekly response papers and the final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, and then sophomores.*

*Groups A and D*

Hour: 11:20-12:35 TR

AUBERT

### **HIST 157 The Great Depression: Culture, Society, and Politics in the 1930's (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist157.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist157.html))

KUNZEL

### **HIST 159(F) The Origins of the Cold War (W)**

In August of 1945, World War II ended and America looked forward to a future of peace. Five years later, not only was the country engaged in another war (albeit a "limited" one in Korea), but it had also constructed the institutions and ideologies of a national security state for what had come to be called a "cold war." The rapidity with which this happened and the global reach of American security interests is breathtaking; in this writing-intensive seminar, we will slow down the historical clock to investigate in-depth what happened in those five years, covering such subjects as the policy of containment, the development of nuclear arms, domestic anti-communism, the division of Berlin, and our increasing military commitments in Asia.

Format: seminar. Requirements: class participation, weekly response papers, peer editing, and book reviews.

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

*Group A*

Hour: 8:30-9:45 TR

MERRILL

### **HIST 164 Slavery in the American South (Not offered 2003-2004)(W)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist164.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist164.html))

DEW

### **HIST 165(F) The Quest for Racial Justice in Twentieth-Century America (W)\***

On August 28, 1963, Dr. Martin Luther King, Jr. delivered arguably some of the most recognizable phrases of the civil rights movement in his famous "I Have a Dream" speech. While significant and clearly central to the quest for racial justice in twentieth-century America, Dr. King's leadership should be understood within the context of ongoing national and grassroots political activism before, during, and after the 1963 March on Washington. This introductory course focuses on the social, political, and public policy perspectives that informed twentieth-century struggles for black civil rights. Using a variety of sources (memoirs, photography, film, and music), we will consider historical debates as well as the period's impact on our understanding of African American and American history.

Format: seminar. Evaluation will be based on class attendance and participation, several essays, and a final research paper.

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

*Group A*

Hour: 11:00-12:15 MWF

HICKS

### **HIST 166(S) The Age of Washington and DuBois (W)\***

The beginning of the twentieth century saw the rise of two influential African American thinkers, W. E. B. DuBois and Booker T. Washington. The intellectual and social programs that the two offered as solutions to the "race problem" are often seen as diametrically opposed to one another. This course will begin with an examination of the writings and intellectual production of these two men. Did they share a common ground? What were their responses and solutions to "the Negro question"? How did their ideas take effect? We will also set their work into an African American historical context, examining concurrent social developments such as the mass migration of African Americans to northern cities, the workings of the sharecropping system, and the cultural production of African American film and music artists in the first decades of the twentieth century. Readings will include works by

## History

Washington and DuBois, autobiographies of lesser-known Black figures in this era, and works by and about Black women at this time. We will also listen to early blues music and view films.

Format: seminar. Evaluation will be based on class participation, several short papers, and a final exam.

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

Group A

Hour: 1:10-2:25 MR

LONG

### 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.

#### INTRODUCTORY SURVEY COURSES: AFRICA AND THE MIDDLE EAST (202-209)

**HIST 202 (formerly 270) Early-African History Through the Era of the Slave Trade (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist202.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist202.html))

MUTONGI

**HIST 203(F) Sub-Saharan Africa Since 1800\***

This survey of sub-Saharan African history takes up the continuing saga of African political, social and economic developments from the aftermath of the trans-Atlantic slave trade to the present. It is divided into three sections. The first section of the course focuses on the consequences of the slave trade on African societies and on the Africans' interaction with European merchants, explorers, and missionaries in the decades preceding colonial conquest. The human consequences of the trade lingered long after the abolition of the slave trade across the Atlantic ocean. Many African societies were strengthened, often at the expense of their neighbors; other societies were weakened, thus setting the stage for colonial conquest. During the second half of the nineteenth century, however, competition among Europeans for control of raw materials for their nascent industries led to colonization, and in some cases, to white settlement in Africa.

The second section of the course investigates the process of colonial conquest and the dynamics of colonial rule in Africa. It looks especially at the ways in which colonialism affected various groups of Africans, and at the ways, both subtle and overt, in which Africans resisted or collaborated with colonial rule in order to achieve their goals. The colonial period, brief in time, yet profoundly significant in its impact, was ushered out partly by the rising tide of African nationalism.

The last section of the course, then, examines the rise of new nation-states, their colonial legacies, post-colonial economies, and systems of justice, education, and governance.

Format: discussion. Evaluation will be based on class participation, one exam, and two papers.

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

Group C

Hour: 11:00-12:15 MWF

MUTONGI

**HIST 207(F) The Modern Middle East\***

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of individuals in the region and especially how they grapple with increasing Western political and economic domination.

Format: discussion/lecture. Evaluation will be based on class participation, short papers, quizzes, media journal, group projects, and final exam.

No prerequisites. *No enrollment limit (expected: 20-40). Open to all.*

Group C

Hour: 1:10-2:25 MR

BERNHARDSSON

**HIST 208(S) Encountering the Other? The Middle East and the West\***

This thematic survey will explore the cultural, religious and political encounters between the Orient and Occident. Addressing such issues as the status of women, the role of religion, stereotypes, and violence, this course will assess the complexities of this relationship and the impact of the West on the Middle East since the sixteenth century, Muslim attitudes towards Western culture, Orientalism and images of the exotic East.

Format: discussion/lecture. Evaluation will be based on class participation, short essays, internet project, and final paper.

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

Group C

Hour: 8:30-9:45 MWF

BERNHARDSSON

## History

### **HIST 209** (formerly 275) **The Origins of Islam: God, Empire, and Apocalypse** (Same as Religion 231) (Not offered 2003-2004)\*

(See under Religion for full description.)

Groups C and D

### **INTRODUCTORY SURVEY COURSES: ASIA (211-221)**

### **HIST 211(S)** **The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow** (Same as Religion 236)\*

(See under Religion for full description.)

Groups C and D

### **HIST 212** (formerly 283) **Barbarians in the Middle Kingdom: China to 1850** (Not offered 2003-2004)\*

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist212.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist212.html))

REEVES

### **HIST 213(S)** (formerly 284) **Modern China, 1850-Present: Continuity and Change\***

This course is designed to introduce students to some of the major events and issues in China's dynamic transformation from the world's oldest and largest bureaucracy to a revolutionary state—and its subsequent evolution to the contemporary political and economic phenomenon we know today. Tracing premodern legacies that have helped shape China, the course covers the decline and fall of the Qing dynasty through the creation of Communist China and the unfolding of the post-Mao era. The class uses primary and secondary sources (including literature and films) to examine the origins and impact of major social and ideological trends such as foreign imperialism, nationalism, racism/culturalism, feminism, communism, Maoism, and capitalism in China. The course considers the relationship between political thought and practice and how these “-isms” affected the daily life of the individual in China.

Format: discussion. Evaluation will be based on class participation, a short paper (3-5 pages), quizzes and a self-scheduled final exam.

Group C

Hour: 11:20-12:35 TR

REEVES

### **HIST 218(S)** **Modern Japan\***

A modernizing revolution, the construction and collapse of an empire, devastating defeat in a World War, occupation by a foreign power, and high-speed economic growth have marked Japan's modern experience. This course will examine the main themes of modern Japanese history with a focus on how various “ordinary people” have lived through the extraordinary changes of the past century and a half. Through the perspectives of ordinary people, from a young girl working in a cotton textile factory in the 1920s to a salaryman in the post-World War II period, issues of class and status, gender, family, education, and work will be addressed. Reading materials will include autobiographies, oral histories, and anthropological studies.

Format: discussion/lecture. Evaluation will be based on class participation, response papers, two short papers (5 pages) and a self-scheduled final exam.

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

Group C

Hour: 2:35-3:50 MR

MARUKO

### **HIST 219(F)** **Modern History and Politics of Korea** (Same as Political Science 243 and Asian Studies 243)\*

(See under Political Science for full description.)

Group C

### **HIST 221(F)** **History of U.S.-Japan Relations\***

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations in the past one-hundred and fifty years, at times erupting into clashes reaching the scale of World War and at times allowing for measured collaboration. This course will explore the complexities of U.S.-Japan relations 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 the course and nature of U.S.-Japan relations. Issues will extend beyond those of diplomatic history to examine how various types of interactions have influenced the dynamics of power between the 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 road to World War, the politics and social history of the Occupation, trade relations, and the U.S.-Japan security alliance. Contemporary topics will also be discussed and due attention will be given to the larger context of U.S.-East Asian relations.

Format: discussion/lecture. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam.

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

Group C

Hour: 11:20-12:35 TR

MARUKO

**INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)**

**HIST 222 (formerly 216) Greek History (Same as Classics 222) (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist222.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist222.html))

MANOLARAKI

**HIST 223(F) (formerly 218) Roman History (Same as Classics 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.

Format: lecture/discussion. Evaluation will be based on weekly brief in-class response papers, one 8- to 10-page paper, a midterm, and a final exam.

Enrollment limit: 40 (expected: 40). Open to all.

Group D

Hour: 10:00-10:50 MWF

CHRISTENSEN

**HIST 225 The Middle Ages (Same as Religion 216) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist225.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist225.html))

GOLDBERG

**HIST 226(F) (formerly 205) Europe From Reformation to Revolution: 1500-1815**

This course introduces students to the major historical developments in Western Europe during the early modern period—such pan-European phenomena as the Reformation, the Witch Craze, the Military Revolution, the rise of absolutist states, the seventeenth-century crisis in government and society, the Enlightenment, the French Revolution and Napoleon, and the establishment of European influence around the world.

Format: lecture/discussion. Evaluation will be based on two short papers, a midterm and a final exam.

Enrollment limit: 25 (expected: 20). Open to all.

Groups B and D

Hour: 8:30-9:45 TR

STARENKO

**HIST 227(F) Europe's Long Nineteenth Century**

This course introduces students to the era of the European domination of the world, a time of revolutionary excitement and fervor, of war and travesty, and of great intellectual ferment. Topics include the French Revolution, the Revolutions of 1830 and 1848, the Industrial Revolution, German and Italian Unification, the Scramble for Africa, the Russian Revolution, and the origins of World War I. With an eye toward exploring the origins of today's complex attitudes toward race, ethnicity, and gender, the course will investigate racial thought, anti-semitism, and feminism in the nineteenth century.

Format: lecture/discussion. Evaluation will be based on class participation, a midterm exam, an interpretive essay, and a final exam.

No prerequisites. No enrollment limit (expected: 35).

Group B

Hour: 8:30-9:45 MWF

LATCHAM

**HIST 228(S) (formerly 209) Europe in the Twentieth Century**

This course offers an introduction to some of the more important issues in twentieth-century European history, focusing on the major ideologies, institutions, and cultural practices that have shaped the course of European history in this tumultuous century. Organized topically and thematically, the course will consider European society on the eve of World War I, the impact of the War on that society, the Russian Revolution and its aftermath, economic and political reconstruction in the 1920s, the Depression, the rise of Fascism and Nazism, World War II and the Holocaust, the establishment of post-war social democratic welfare states in western Europe, the "economic miracle" of the 1950s, the social unrest of the 1960s, the origins and development of the European Union, the 1989 revolutions in Eastern Europe, and the rebirth of nationalism at the close of the century.

Format: lecture/discussion. Evaluation will be based on class participation, a midterm, several quizzes, and a final take-home essay exam.

Group B

Hour: 1:10-2:25 MR, 2:35-3:50 MR

LATCHAM

## History

### **HIST 229 (formerly 222) European Imperialism: The Conquest and Division of the World (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist229.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist229.html))

SINGHAM

### **HIST 230(S) Modern European Jewish History, 1789-1948**

What does it mean to be a Jew? The vexed question of Jewish identity emerged at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in France and the German states, in both cases Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. This course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of Europe's Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the rise of religious denominations within Judaism, competing political ideologies, Jewish-gentile relations, the role of Jewish women, Jewish responses to Nazism, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs and diaries.

Format: lecture/discussion. Evaluation will be based on class participation, two papers, and a final exam.

No prerequisites. *No enrollment limit (expected: 10-20).*

*Group B*

Hour: 8:30-9:45 TR

GARBARINI

### **HIST 234 (formerly 230) Britain, 1688-1848 (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist234.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist234.html))

WATERS

### **HIST 235 Britain Since 1848 (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist235.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist235.html))

WATERS

### **HIST 239(F) Modern German History: From Unification to Reunification, 1871-1990**

This course will introduce students to the turbulent and often vexing history of German politics, society, and culture in the late nineteenth and twentieth centuries. At the start of our period, Germany became a unified nation-state for the first time in its history under the iron fist of Bismarck. Two world wars and several political regimes later, Germany was again united but this time as a European-oriented democratic state. Throughout the intervening period, the questions of what it meant to be German and how Germany should fit into Europe and the world were vigorously debated. The different answers that subsequent generations of Germans arrived at have had tremendous implications for people throughout the world. This survey will be guided by the question of German identity and by the issue of what problems the German past poses for today. We will study modern Germany in its various forms, from the Empire through the Weimar Republic and the Third Reich, to post-war division and reunification. Our primary focus will be the continuities and discontinuities of German history, particularly with regard to the rise of Nazism and the issue of how far the two postwar Germanies broke with the past.

Format: discussion/lecture. Evaluation will be based on class participation, three papers, and a final exam.

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

*Group B*

Hour: 9:55-11:10 TR

GARBARINI

### **HIST 240 (formerly 232) Muscovy and the Russian Empire (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist240.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist240.html))

W. WAGNER

### **HIST 241 (formerly 233) The Rise and Fall of the Soviet Union (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist241.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist241.html))

W. WAGNER

### **INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)**

### **HIST 242(F) (formerly 287) Latin America From Conquest to Independence\***

This course examines the construction of distinctively Latin-American societies from the age of conquest to the independence movements of the early-nineteenth century. The central theme will be the ways in which social conflicts between and among Europeans, Amerindians, and Africans shaped colonial Latin America and the subsequent creation of independent nations in the region. While discussing the interplay of race, class, and gender in these New World societies, the course will analyze the transformation of political and economic structures during the period of Spanish and Portuguese rule in the Americas.

Evaluation will be based on class participation, two short papers (4-5 pages), and a take-home final exam.

*No enrollment limit (expected: 25).*

*Groups C and D*

Hour: 8:30-9:45 TR

KITTLESON



**HIST 243 Modern Latin America, 1822 to the Present (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist243.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist243.html))

KITTLESON

**HIST 249(F) (formerly 225) The Caribbean From Slavery to Independence\***

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; abolitionism; missionary activity; the apprenticeship system; 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; women in the contemporary Caribbean; and the legacies of slavery and colonialism.

Evaluation will be based on a midterm, a final exam, one 10-page research paper, and class participation.

No enrollment limit (expected: 15-25). Open to all.

Group C

Hour: 9:55-11:10 TR

SINGHAM

**INTRODUCTORY SURVEY COURSES: UNITED STATES (252-291)**

**HIST 252A(F) British Colonial America and the United States to 1877\***

This survey course covers Anglo-American history from the period of colonial settlement to the immediate aftermath of the Civil War. Major social, political, economic and cultural developments will be examined. Readings emphasize three themes of major importance in order to better understand the period surveyed: gender, slavery, and Indian America. The objective of this course is to provide students with a general knowledge and understanding of Anglo-American history to 1877, as well as to introduce them to some important historiographical debates and historical methodologies.

Format: lecture/discussion. Evaluation will be based on class participation, a series of short analytical papers, and a final exam.

No prerequisites. No enrollment limit (expected: 30-40).

Groups A and D

Hour: 2:35-3:50 MR

AUBERT

**HIST 252B(S) (formerly 243) America From San Gabriel to Gettysburg, 1492-1865**

A topical analysis of the history of what became the United States of America, beginning with the early years of European conquest and ending with the crisis of the Civil War. Particular attention will be paid to the relationship between major political events and changing patterns of economic, social, and cultural life that shaped them. Readings will include contemporary sources, historical studies, and biographies.

Format: discussion. Requirements: students will write a series of short analytical papers and will have a choice of either writing a longer, final essay or taking a final exam.

Enrollment limit: 20 (expected: 15-20). Open to all.

Groups A and D

Hour: 9:55-11:10 TR

R. DALZELL

**HIST 253(S) The United States from Appomattox to AOL, 1865-Present**

This course will survey the history of the United States from its struggles over Reconstruction and westward expansion through the challenges of industrialization and immigration to the nation's increasingly global role in the post-World War II period. We will pay special attention to how Americans defined both themselves as citizens and the nation at-large, particularly as they faced the profound economic and political crises that mark this period. Reading assignments will include sources from the time, as well as historical interpretations.

Format: lecture/discussion. Evaluation will be based on participation, short papers, a mid-term, and a final take-home exam.

No prerequisites. No enrollment limit (expected: 40-50). Open to all.

Group A

Hour: 9:55-11:10 TR, 11:00-12:15 MWF

MERRILL, WONG

**HIST 254(S) North American Indian History: Pre-Contact to the Present\***

In most renditions of North American history, Indian people only make cameo appearances as warriors or victims bound to disappear in the face of relentless Euro-American imperialism. All too often, the complexity and diversity of American Indian historical experiences and Indian people's role in shaping the political, economic, and cultural history of the United States and Canada remain unexplored. In this course, we will examine the historical significance of North American Indian actions and experiences from the "pre-Columbian" era to the present. Our approach will be both chronological and thematic and will pay close attention to the methods scholars have used to reconstruct American Indian perspectives. Our themes will include: Indian resistance and adaptation to European colonial invasions and evangelizing efforts; diplomacy, warfare, and the evolution of North American geopolitics; the transformation of Euro-American and Indian material cultures;

## History

the construction and transformation of colonial and national identities; Indian responses to Euro-American uses and abuses of "Indianness"; and Indian resistance against U.S. and Canadian policies of assimilation and dispossession.

Format: lecture/discussion. Evaluation will be based on class participation, a series of short analytical papers, and a choice between a final exam and a research paper.

No prerequisites. *No enrollment limit (expected: 15-25).*

*Groups A and D*

Hour: 8:30-9:45 TR

AUBERT

### **HIST 270 American Politics From Populism to the Present (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist270.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist270.html))

MERRILL

### **HIST 281(F) African-American History, 1619-1865\***

This course provides an introduction to the history of the first two and a half centuries of the experience of African Americans in colonial America and the United States. Economically, culturally, and politically, African Americans had a profound effect on the historical landscape of this nation. The experience of slavery necessarily dominates this history and it is the contours and nuances of slavery that give this course its focus. We will explore the influence of African culture on early America, the role of gender in the American slave labor system, the development of racial classification in North America, and the cultural and intellectual significance of the abolitionist movement. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential.

Format: discussion/lecture. Evaluation will be based on short papers, a midterm exam, a final exam, brief in-class writing assignments, and class participation.

No prerequisites. *No enrollment limit (expected: 20-25).*

*Groups A and D*

Hour: 8:30-9:45 MWF

LONG

### **HIST 282(S) (formerly 262) African-American History From Reconstruction to the Present\***

This course introduces students to the significant themes and events that have shaped the African-American historical experience from Reconstruction to the present. We will examine the social, political, and economic meaning of freedom for men and women of African descent as well as explore the political nature and development of African-American historiography. The course will give particular attention to such topics as the rise of Jim Crow, migration, urbanization, the Civil Rights Movement, as well as the legacy of the post-Civil Rights Movement era.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a final exam.

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

*Group A*

Hour: 8:30-9:45 TR

LONG

### **HIST 284(F) Topics in Asian American History\***

This course will introduce the major themes in Asian American history from 1850 to the present, examining the lives of Chinese, Japanese, Koreans, Filipinos, Indians, Southeast Asians, and Pacific Islanders in America. Topics will include the anti-Asian exclusion movement, the wartime experiences of Japanese Americans, the increase of Asian immigration as a result of the 1965 Immigration Act and the Vietnam War, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the reading of historical texts, memoirs, novels, and films.

Format: lecture/discussion. Evaluation will be based on two short critical essays and a final research paper.

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

*Group A*

Hour: 2:35-3:50 TF

WONG

### **HIST 286(S) Latino/a History From 1846 to the Present\***

This course examines the formation of Latino/a communities in the United States from 1846 to the present. These communities were formed through conquest, immigration, and migration. In examining the causes of migration, we will consider economic and political conditions in the countries of origin, U.S. foreign policies, and the connections between the United States and the countries of origin. We will explore the ways in which migration processes are mediated through labor recruitment, immigration and refugee policies, and social networks. We will analyze how Latinos and Latinas have been incorporated into the economies of the regions of the United States where they settled. Focusing

## History

on the historical experiences of Mexicans, Puerto Ricans, Cubans, and Dominicans, this course will also address more recent immigration from Central and South American countries. Evaluation will be based on class participation, two short essays, and a final essay.

*No enrollment limit. Open to all.*

*Group A*

Hour: 2:35-3:50 TF

WHALEN

### **INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)**

#### **HIST 293(S) History of Medicine (Same as History of Science 320)**

(See under History of Science for full description.)

*Group D*

#### **HIST 294(S) Scientific Revolutions: 1543-1927 (Same as History of Science 224)**

(See under History of Science for full description.)

*Groups B and D*

#### **HIST 295(F) Technology and Science in American Culture (Same as History of Science 240)**

(See under History of Science for full description.)

*Group A*

### **JUNIOR SEMINARS (301)**

Junior Seminars offer a series of “reflections” on history, are *required* for the degree in History, and are normally *restricted* to junior History majors. Each seminar focuses in depth on questions of methodology, historiography, and/or epistemology and is intended to introduce students to various ways of thinking about and “doing” history, both in the present and in the past. Each year several junior seminars will be offered; prospective majors must select *two* junior seminars at the end of the sophomore year and will then be assigned to one of their two choices. If students are studying away from Williams during their junior year, they *must* enroll in a junior seminar during their senior year.

#### **HIST 301A History, Theory, Practice (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist301.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301.html))

WATERS

#### **HIST 301B Autobiography as History: An American Character? (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist301B.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301B.html))

R. DALZELL

#### **HIST 301D(S) Is History Eurocentric?**

The modern historical profession is very much a European creation, originating in the Age of Enlightenment. Championing reason and challenging religious views of the past, the *philosophes* linked the new secular study of man and his society to a view of historical progress, of which they were the pre-eminent spokesmen. History as the story of progress continued unabated through the early-twentieth century, until challenged by critics within and critics without. Some of these 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. 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.

Evaluation will be based on informed class participation, class debates, two short papers (5 pages), one long paper (10 pages) and a self-scheduled final exam.

*Restricted to History majors.*

Hour: 9:55-11:10 TR, 1:10-2:25 MR

SINGHAM

#### **HIST 301E Barbarians, Saints, and Emperors: The Fall of Rome Reconsidered (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist301E.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301E.html))

GOLDBERG

#### **HIST 301F Gender and History (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist301F.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist301F.html))

KUNZEL

#### **HIST 301G(F) Westward Expansion in American History**

For historians of the United States, the Anglo-American settlement of the West has been a critical lens for viewing the development of the nation. But historians have never reached any consensus on what the process of westward expansion, or the influence of the West as a region, has meant to American history. Did the frontier build American character, as Frederick Jackson Turner argued in 1893? Did it establish patterns of conquest that shaped American policy toward other parts of the world, as some current historians would argue today? Has the West been an exceptional place or representative of the nation at large? How should we even define “the West” or “the frontier”? These are some of the ques-

## History

tions we will explore as we survey the historiographical trajectory on the subject from the mid-nineteenth century to the present.

Format: seminar. Requirements: class participation, weekly writing, short essays, and a final paper.

Enrollment limit: 20 (expected: 20). Restricted to History majors.

Hour: 1:10-3:50 W

MERRILL

### ADVANCED ELECTIVES (302-396)

These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

#### ADVANCED ELECTIVES: AFRICA AND THE MIDDLE EAST (302-311)

##### **HIST 302(F) Jerusalem: Myth, History and Theology (300 B.C.E-400) (Same as Classics 218 and Religion 209)**

The story of Jerusalem in Greco-Roman antiquity is refracted through a triangular prism of representations: first, a city surrounding “a renowned temple” (Polybius); on the eve of its eclipse, “the most famous city in the East” (Pliny the Elder); later, “a distinctive New (Christian) Jerusalem over against the famous Jerusalem of Old” (Eusebius). This third representation has served as the foundation of the Christian presence in Jerusalem to this day, while Second Temple and Later Roman Jerusalem was the epicenter of a renewed Jewish cult and the core of its formative post-biblical culture. Such glorified representations of the city contrast sharply with a history of internal (Jewish-Sectarian) discord, as well as external (Hellenistic and Roman) pressure, which ultimately brought the city’s devastation. Even in the period that followed its destruction, Jerusalem became the focal point of Christian-Jewish historical and theological dispute.

In order to come to grips with the magnificent and entangled past of this most storied of cities, we shall “stroll” through Jerusalem’s fascinating archaeological remains and view its past through the eyes of some of its most prominent inhabitants (Josephus), its worshippers and mourners (the Rabbis), and its lovers and great critics (Jesus and the Church Fathers).

Format: lecture/discussion. Evaluation will be based on contributions to class discussion and on a major seminar paper.

No prerequisites. No enrollment limit (expected: 25).

Group D

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

IR-SHAI

##### **HIST 304 South Africa and Apartheid (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist304.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist304.html))

MUTONGI

##### **HIST 308(S) Gender and Society in Modern Africa (Same as Women’s and Gender Studies 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.” Evaluation will be based on class participation and three short papers.

Group C

Hour: 11:00-12:15 MWF

MUTONGI

##### **HIST 309 (formerly 278) Women and Islam (Same as Religion 232)\* (Not offered 2003-2004)**

(See under Religion for full description.)

Groups C and D

##### **HIST 310(F) Iraq and Iran in the Twentieth Century\***

Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

Format: discussion/lecture. Evaluation will be based on class participation, short essays, and a final paper.

No prerequisites. No enrollment limit (expected: 20-40). Open to all.

Group C

Hour: 1:10-2:25 TF

BERNHARDSSON

#### ADVANCED ELECTIVES: ASIA (312-321)

##### **HIST 313 (formerly 345) Women in Chinese History (Same as Women’s and Gender Studies 313) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist313.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist313.html))

REEVES

**HIST 318(F) Nationalism in East Asia (Same as Political Science 245 and Asian Studies 245)\***  
(See under Political Science for full description.)

Group C

**ADVANCED ELECTIVES: EUROPE AND RUSSIA (322-341)**

**HIST 322 (formerly 239) Women in Greece and Rome (Same as Classics 239) (Not offered 2003-2004)**

(See under Classics for full description.)

Group D

**HIST 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as Classics 323 and Leadership Studies 323) (W)**

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists. Format: discussion/lecture. Evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (15-20 pages).

No prerequisites; but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred. *Enrollment limit: 19 (expected: 19).*

Group D

Hour: 1:10-2:25 MR

CHRISTENSEN

**HIST 324 (formerly 212) The Development of Christianity: 30-600 C.E. (Same as Religion 212) (Not offered 2003-2004)**

(See under Religion for full description.)

Group D

**HIST 325 Charlemagne and the Formation of Europe (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist325.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist325.html))

GOLDBERG

**HIST 326(S) War in European History**

From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450-1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively "European Way of War" from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?

Format: lecture/discussion. Evaluation will be based on class participation, one short research paper, and midterm and final exams.

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

Groups B and D

Hour: 1:10-2:25 TF

WOOD

**HIST 327 Knighthood and Chivalry (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist327.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist327.html))

GOLDBERG

**HIST 329(S) From Church United to Europe Divided: The Early Modern European Reformations, 1450-1617**

This course surveys the origins, causes, characteristics, and impact of the revolutionary religious movements of the sixteenth century that resulted in the division of Latin Christendom into two competing traditions, catholic and protestant. First, we will investigate the religious histories of these movements, examining such topics as the magisterial reformers (Luther, Zwingli, Calvin); the "radi-

## History

cal Reformation”; and the Catholic resurgence and Counter Reformation. Second, we will study the varied effects of these religious movements on early modern European politics, society, and culture. Topics here will include the Peasant Revolution of 1525; the Wars of Religion; the formation of the state and “social discipline”; and the impact of the Reformations on gender relations. Format: lecture/discussion. Requirements: class participation, a mid-term, a research paper (10-12 pages), and a final exam.

*Enrollment limit: 25 (expected: 8-25).*

*Groups B and D*

Hour: 8:30-9:45 MWF

STARENKO

### **HIST 330 The Social History of Ideas: Enlightenment and Revolution (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist330.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist330.html))

SINGHAM

### **HIST 331 (formerly 307) The French and Haitian Revolutions (*Not offered 2003-2004*)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist331.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist331.html))

SINGHAM

### **HIST 332(S) Witchcraft in Early Modern Europe**

Historians estimate that between the fifteenth and eighteenth centuries some 50,000 women, men, and children were executed in Europe for practicing witchcraft. Yet, scholars remain divided on how to accurately account for this remarkable phenomenon. This course rests on two assumptions regarding early modern European witchcraft beliefs and prosecutions: first, that they resist one single explanation, and, second, that they must be seen as an integral part of European society rather than a strange aberration. Thus, utilizing primary and secondary sources, we will examine how the peoples of early modern Europe—rich and poor, lay and religious, female and male, educated and uneducated, rural and urban—experienced witchcraft in their lives. As we proceed, we will pay close attention to the ways in which the witchcraft phenomenon can inform our historical perspective on such issues as gender relationships, “popular” and “elite” religion, modern state formation, demonology, magic, and other important topics.

Format: lecture/discussion. Requirements: class participation, three short essays (3-5 pages), a research paper on a chosen topic, and a final exam.

*Enrollment limit: 25 (expected: 8-25).*

*Groups B and D*

Hour: 2:35-3:50 TF

STARENKO

### **HIST 335 (formerly 316) Class, Gender, and Race in Post-1945 Britain (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist335.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist335.html))

WATERS

### **HIST 337 Ideology and Politics in Europe 1900-1939 (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist337.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist337.html))

LATCHAM

### **HIST 338(F) The History of the Holocaust**

In twenty-first century America, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians’ efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and implementation of the Holocaust from the divergent perspectives of perpetrators and victims. Our goal will be to investigate deeply the interaction of individual lives and world historical events. We will also examine the Holocaust within the larger context of the history of World War II in Europe and the historians’ debates about Germany’s exterminatory war aims. Course materials will include diaries, bureaucratic documents, memoirs, films, and historical scholarship.

Format: seminar. Evaluation will be based on class participation, a map quiz, eight thought papers (2 pages) based on class readings, and one longer paper (5-7 pages).

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

*Group B*

Hour: 1:10-2:25 TF

GARBARINI

### **ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)**

#### **HIST 342(S) Creating Nations and Nationalism in Latin America\***

As it emerged from Spanish and Portuguese colonial rule between the 1790s and 1890s, Latin America spawned some of the earliest self-conscious nationalisms in the world. With particular emphasis on the interplay of race and ethnicity, regional economic and political spaces, and gender identities, this course will examine the construction and continuing life of the modern nations and nationalisms of the region. The aim here is double. First, we will seek to understand the historical processes that created nationalisms and nation-states in distinct cases, including Argentina, Mexico, Brazil, Nicaragua, Peru, and Chile. At the same time, we will use those individual country studies to revise or better

## History

understand major theories about nations and nationalism-theories that almost always take as their starting point the study of past and present European states.

Evaluation will be based on class participation, a take-home midterm exam, and two essays.

*Groups C and D*

Hour: 11:20-12:35 TR

KITTLESON

**HIST 343 (formerly 328) Gender and History in Latin America (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist343.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist343.html))

KITTLESON

**HIST 344 (formerly 305) Latin-American Revolutions and the United States (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist344.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist344.html))

KITTLESON

**HIST 346(F) (formerly 314) History of Modern Brazil\***

Brazil has been “the country of the future” longer than it has been an independent nation. This course will introduce students to the many contradictions hinted at in that label—for beyond a patriotic boosterism, the phrase also suggests frustrations that Brazilians have felt, as their country failed to reach what they considered its magnificent potential. While they can celebrate their World Cup victories or the size of their economy (among the ten largest in the world, and heavily industrialized for a “developing nation”), they also have to acknowledge a series of troubling paradoxes: the mixture of fluidity and hierarchy apparent in racial and gender relations; the persistence of political authoritarianism and rampant social violence amidst struggles for citizenship; the endless inventiveness of Brazilian music, religion, and *futebol* and government attempts to co-opt such forms of popular culture. Combining cultural, political, and social analyses, we will examine a range of written texts and other sources to understand these and other themes in the history of “the U.S. of South America.”

Evaluation will be based on class participation, two short papers, and a longer (10-12 page) final essay.

*Expected enrollment: 12-15.*

*Group C*

Hour: 1:10-2:25 MR

KITTLESON

**ADVANCED ELECTIVES: UNITED STATES (352-391)**

**HIST 352(F,S) (formerly 255) America and the Sea, 1600-Present (Same as American Maritime Studies 201) (Offered only at Mystic Seaport.) (W)**

(See under American Maritime Studies for full description.)

*Groups A and D*

**HIST 354(S) The Making of the American Revolution, 1763-1798**

This course explores the ideological, political, and cultural causes and consequences of the American Revolution, from the emergence of increasing tensions between Great Britain and its North American colonies to the attempts of the United States government to limit political expression in and immigration into the new nation. The premise of the course is that a multitude of historical actors of varied social, economic, religious, and ethnic backgrounds “made” the American Revolution. Consequently, in addition to the famous political, military, and constitutional struggles marking this period, we will pay particular attention to the individual and collective actions and experiences of Euro-American, Indian, and African-American women and men.

Format: lecture/discussion. Evaluation will be based on class participation, a series of short response papers, a final exam, and a research paper of moderate length based on primary and secondary sources.

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

*Groups A and D*

Hour: 11:20-12:35 TR

AUBERT

**HIST 357 The Rise of American Conservatism (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist357.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist357.html))

MERRILL

**HIST 358 (formerly 242) “The Good War”: World War II and American Culture and Society (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist358.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist358.html))

KUNZEL

**HIST 364 (formerly 311) History of the Old South (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist364.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist364.html))

DEW

**HIST 365 (formerly 312) History of the New South (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist365.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist365.html))

DEW

**HIST 368 (formerly 246) Cultural Encounters in the American West (Same as American Studies 246) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist368.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist368.html))

WONG

## History

### **HIST 370 (formerly 308) Studies in American Social Change (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist370.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist370.html))

DEW

### **HIST 372 (formerly 313) The Rise of American Business (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist372.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist372.html))

R. DALZELL

### **HIST 373(S) (formerly 177) Va Va Vroom!—A Nation on Wheels**

Arguably the single most powerful agency shaping life in the United States since the beginning of the twentieth century has been the automobile. Making cars go—building and maintaining them and the systems they require—is by far the nation's largest industry. From cities and towns to the smallest hamlets and the uninhabited wilderness beyond, the American landscape has been totally transformed by the automobile. In a hardly less important vein, automobiles have left an indelible imprint on the dreams we dream. They have also changed forever where we live; the way we rear our children; how and what we consume; the demands we make on government; the crimes we commit; the way we enforce the law—even the way we go to our graves. The course will consider this protein phenomenon selectively and in detail. Readings will be drawn from a wide variety of sources.

Format: seminar/discussion. Requirements: both short and long papers, an optional final exam.

No prerequisites. *Enrollment: 30 (expected: 25). Preference given to History majors.*

*Group A*

Hour: 11:00-12:15 MWF

R. DALZELL

### **HIST 374(F) American Medical History**

This course will cover major themes in American medical history and historiography from the colonial through the progressive era. Every aspect of American "medicine" underwent tremendous transition during the period we will study. Medical education, the medical profession, and notions about cures and care changed fundamentally, as did ideas about the nature of illness itself. Our course of study, in addition to charting ways in which the practice of medicine in America has developed, will make an equal effort to understand how medicine has changed and affected American society. Topics that we will investigate include cholera, TB, and childbirth in American society, as well as other medical phenomena.

Format: discussion/lecture. Evaluation will be based on class participation, a midterm exam, two short papers, a library assignment, and an 8- to 10-page research paper.

No prerequisites. *No enrollment limit (expected: 15-25).*

*Groups A and D*

Hour: 2:35-3:50 MR

LONG

### **HIST 378 (formerly 344) History of Sexuality in America (Same as Women's and Gender Studies 344) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist378.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist378.html))

KUNZEL

### **HIST 379 (formerly 324) Women in the United States Since 1870 (Same as Women's and Gender Studies 324) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist379.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist379.html))

KUNZEL

### **HIST 380 (formerly 227) Comparative American Immigration History (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist380.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist380.html))

WONG

### **HIST 382(S) Religion and Revolution: Black Theology from 1969 to the Present (Same as American Studies 227 and Religion 227)\***

(See under Religion for full description.)

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

This course will introduce students to the significant themes and events that have shaped African American women's historical experience from slavery to the present. We will examine the political nature and development of Black Women's studies as we explore the social, cultural, political, and economic meaning of freedom for women of African descent.

Format: discussion. Evaluation will be based on class participation, several short response papers, and a final exam.

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

*Group A*

Hour: 11:20-12:35 TR

HICKS

### **HIST 384 (formerly 331) Comparative Asian-American History, 1850-1965 (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist384.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist384.html))

WONG

### **HIST 385 (formerly 332) Contemporary Issues in Recent Asian-American History, 1965-Present (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist385.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist385.html))



## History

**HIST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as Women's and Gender Studies 386) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist386.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist386.html))

WHALEN

**HIST 387 Community Building and Social Movements in Latino/a History (Same as Women's and Gender Studies 387) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist387.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist387.html))

WHALEN

**ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (392-396)**

**HIST 393(S) Sister Revolutions in France and America (Same as Leadership Studies 212 and French 212)**

(See under Leadership Studies for full description.)

*Groups A, B, and D*

**HIST 394 (formerly 346) Comparative Masculinities: Britain and the United States Since 1800 (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist394.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist394.html))

WATERS

**HIST 395(S) Comparative History of Organized Crime\***

Inextricably embedded in political systems, economies, civil societies, and cultures, organized crime groups are a powerful and expansive phenomena fueled by businesses from the international drug trade to human trafficking and protected by their violent and extortionate methods. This course examines the rise and expansion of organized crime in Italy and the United States, as well as China, Japan, and Russia, to explore how and why organized crime emerges in certain societies, what shapes its development into sophisticated and powerful enterprises, and how it continues to exist. We will also address how organized crime has inspired popular imaginations with ideas of a vast underworld empire distinctly modern in business operations yet traditional in structure and codes of behavior. Topics will include the transition from disorganized gangsterism to organized crime, its structure and business enterprises, its influence on politics and economics, how certain organized crime groups rise in certain cities, the impact of globalization on organized crime, myths about organized crime and its history, and how portrayals of organized crime in popular cultures have changed over time.

Format: discussion/lecture. Evaluation will be based on class participation, one short paper (5 pages), one research paper (10-15 pages), and a self-scheduled final exam.

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

*Groups A, B, C*

Hour: 1:10-2:25 TF

MARUKO

**ADVANCED SEMINARS (402-479)**

These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference given to senior History majors, followed by junior History majors.

**ADVANCED SEMINARS: AFRICA AND THE MIDDLE EAST (402-411)**

**HIST 402T(S) African Political Thought (Same as African and Middle Eastern Studies 402T) (W)\***

This course examines the ideas of major figures in the progressive tradition of African political thought. This emancipatory tradition emerged in societies shaped by racial, cultural, and economic exploitation, forcing both African men and women to address questions of identity and political action. Most members of this tradition also considered the ways in which uneven power relations within African communities shaped the personal and political landscapes. The Africans we will examine in this course drew on resources as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participated, at least implicitly, in a common African intellectual project: the meaning of Africa and of being African. Format: tutorial. Evaluation will be based on class participation, weekly papers, and a 20- to 25-page seminar paper.

*Enrollment limit: 10 (expected: 10). Preference given to History majors.*

*Group C*

Hour: TBA

MUTONGI

**HIST 409 (formerly 363) Religion and Revolution in Iran (Same as Religion 234) (Not offered 2003-2004)\***

(See under Religion for full description.)

*Group C*

**ADVANCED SEMINARS: ASIA (412-421)**

**HIST 414 The Other Chinas: China, Taiwan and Hong Kong (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist414.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist414.html))

REEVES

## History

### ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)

#### **HIST 425 The First Crusade (Same as Religion 215) (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist425.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist425.html))

GOLDBERG

#### **HIST 430(S) Toward a History of the Self in Nineteenth- and Twentieth-Century Europe**

The self may appear to us as a fixed and stable entity that all people have in common throughout time. However this course puts forward a different view, suggesting that the self is context-specific and subject to the culture and society of particular places and historical eras. Using a range of sources that include historical writing, social theory, diaries, memoirs, film, and art, we will examine changing, coexisting, and often conflicting notions of selfhood in Western and Central Europe. From the "individualism" seemingly legitimated by the French Revolution to modern and postmodern conceptions of the fragmented or decentered self, different narratives of the self have been elaborated during the prior two centuries which continue to influence how we think about identity and subjectivity. Topics covered in the course will include: autobiography and other forms of self-writing; the effects of new technologies on understandings of time and space; the emergence of "mass man" and "psychological man"; the metropolis; colonial encounters; and genocide. Throughout the course, we will investigate the intersection of class, race, gender, sexuality, and religion in fashioning the self. Although the course readings are drawn from the European context, students are encouraged to participate regardless of regional specialization and to conduct research in their area of interest for the final paper. Format: seminar. Evaluation will be based on active participation in class, an oral presentation, 2 papers based on course readings, and one final research paper.

*Enrollment limit: 15 (expected: 5-15). Preference given to History majors.*

#### *Group B*

Hour: 1:10-3:50 W

GARBARINI

#### **HIST 435(F) A Comparative History of the First World War**

The old saw "the twentieth century began in 1914" may seem tired, but, this course argues, it is not only apposite, but merely hints at the enormous political, social, economic, and cultural importance of the First World War for the combatant countries, and many non-combatant countries as well. To this day, in countries such as France and Great Britain, even after the horrendous experience of the Second World War, to speak of "the Great War" is to speak of the First World War. This course will thus examine the deep cultural resonance of the war that informs the books, films and television programs of today, just as it did—though in different ways—the literature and art during and after the war. Yet the course is not just a cultural enquiry. It aims to be "totalistic," examining equally the military, political, economic, and social issues arising from the war. In this sense, the comparative perspective is critical: to entertain thematically the broad issues in order to gain a greater perspective, but also to be aware of the historical contexts of each combatant country. We will survey secondary and primary sources, as well as contemporary and subsequent literature, fine arts, and film.

Format: seminar. Evaluation will be based on class participation, an oral presentation, three short papers, and a research paper.

*Enrollment limit: 15. Preference given to History majors.*

#### *Group B*

Hour: 1:10-3:50 W

LATCHAM

#### **HIST 440 Reform, Revolution, Terror: Russia, 1900-1939 (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist440.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist440.html))

W. WAGNER

### ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)

#### **HIST 443 (formerly 355) Slavery, Race and Ethnicity in Latin America (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist443.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist443.html))

KITTLESON

### ADVANCED SEMINARS: UNITED STATES (452-471)

#### **HIST 456 (formerly 360) Civil War and Reconstruction (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist456.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist456.html))

DEW

#### **HIST 466 (formerly 364) Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A. (Same as American Studies 364) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist466.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist466.html))

R. DALZELL

#### **HIST 467 Black Urban Life and Culture (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist467.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist467.html))

HICKS

#### **HIST 469(F) Notions of Race and Ethnicity in American Culture (Same as American Studies 403)\***

While "race" and "ethnicity" have always played fundamental roles in shaping the course of American history and the image of American society, our understanding of the concepts of race and ethnicity has often been less than clear. Our goal in this course is to determine and examine how Americans

## History

have defined race and ethnicity at various points in our history and how these notions have been acted out in policy, practice, and theory. Examples of the social and legal construction of race and ethnicity will include white-Native American relations, slavery and its legacy, the “Yellow Peril,” science and race, and contemporary race relations.

Format: seminar. Evaluation will be based on class participation and three written assignments: an annotated bibliography, an historiographical essay, and a final research paper.

Prerequisites: prior work in American Studies and/or History. *Enrollment limit: 18 (expected: 18). Preference given to senior American Studies majors, and then to History majors.*

*Group A*

Hour: 1:10-3:50 W

WONG

### **HIST 470 (formerly 358) The Chinese-American Experience (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist470.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist470.html))

WONG

### **HIST 471(F) Comparative Latina/o Migrations\***

Policymakers, scholars, the media, and others are increasingly describing the world as “global” and immigrant groups as “transnational.” Yet, this course will ask to what extent these are recent developments or historically rooted phenomena. Similarly, the increasing popularity of the umbrella terms “Hispanic” and “Latina/o” can mask widely divergent migration histories. In this course, we will develop the theoretical perspectives needed to untangle a complicated web of differences and similarities in migration histories. We will then use these migration histories to develop a comparative analysis of the experiences of different Latina/o groups in the United States. For example, how do we explain differences in socioeconomic status or political perspectives? Our discussions will also address the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in studying Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Format: seminar/discussion. Evaluation will be based on class participation and presentations, a short historiographical essay, an annotated bibliography, and a research paper based in part on primary sources.

No prerequisites. *Enrollment limit: 15 (expected: 8-15). Preference given to History majors.*

*Group A*

Hour: 1:10-3:50 W

WHALEN

### **ADVANCED SEMINARS: TRANSNATIONAL/COMPARATIVE (472-479)**

### **HIST 472 (formerly 351) Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900 (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist472.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist472.html))

SINGHAM

### **HIST 473 (formerly 362) Stuff (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist473.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist473.html))

REEVES

### **HIST 474(S) The History of Oil (Same as Environmental Studies 474)**

Few discoveries have so fundamentally transformed the natural world and the organization of human life as the discovery of oil. From our concern with global warming to the international conflicts regarding the price and supply of petroleum, oil clearly occupies a central place in world politics and economics today, not to mention in our daily lives. This course will investigate the history behind this pre-occupation with oil production, focusing on several themes. First, we will explore how the exploration for oil, as well as the technologies required for refining and transporting it, have altered the natural environment. Second, we will examine the economic nature of oil exploration and in particular the boom-bust cycles that mark oil production. With this latter theme, we will investigate both how domestic politics have revolved around oil in the United States, as well as how international politics have been shaped by the problems of oil production.

Evaluation will be based on class participation, weekly critical writing, and a major research paper (20-30 pages) based on primary documents.

*Enrollment limited.*

*This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.*

*Group A*

Hour: 1:10-3:50 W

MERRILL

### **HIST 475(F) (formerly 356) Modern Warfare and Military Leadership**

Since the late-eighteenth century, the history of the West has been marked by a number of enormously destructive and decisive wars fought by nation-states on a continental and global scale. This era witnessed dramatic changes in the size, armaments, organization, and lethal nature of military forces at sea, on land, and, more recently, in the air, culminating in highly mechanized warfare, and its ultimate weapon, the atomic bomb. This course will study that warfare, paying special attention to the role military leadership played in its development. We will concentrate our attention on the Napoleonic Wars, the American Civil War, World War I, and World War II, and such leaders as Napoleon, Lee and

## History

Grant, Haig and Ludendorff, Churchill, Hitler, Stalin, Marshall, Eisenhower, and MacArthur. Do these great leaders provide the key to our understanding of modern warfare? Or are certain “timeless” principles, factors, and behaviors that consistently transcend local historical contexts more important?

Format: seminar. Requirements: a substantial (no upper limit on length) research paper on a topic of the student’s choice growing out of some aspect of the course. Participants will, in teams of two or three, lead class discussion at least once as well as give class reports on the course readings. There will be several required films, and the class will also play some computerized historical wargames.

*Enrollment limit: 15 (expected: 15). Preference given to History majors.*

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

*Groups A and B*

Hour: 1:10-3:50 W

WOOD

### **HIST 476(S) Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as Religion 217)\***

“The end is near!” Millions of people around the world believe that the course of history and the sequence of events that will herald the end of the world are foretold in their scripture, whether Judaic, Christian, or Islamic. These beliefs can have, and have had, widespread social ramifications. This seminar will explore various important political and religious movements that have responded to an apocalyptic message by calling for drastic societal change. Both the social critique of these movements and why they felt that the end was imminent will be analyzed. Special attention will be paid to millenarian movements in the Middle East, North America, and Asia. Students will also assess apocalyptic themes in music, literature and the visual arts.

Format: seminar. Evaluation will be based on student presentations, group project, and a final paper.

No prerequisites. *Enrollment limit: 15 (expected: 8-15). Preference given to History majors and students concentrating in African & Middle Eastern Studies.*

*Groups A, C, and D*

Hour: 1:10-3:50 W

BERNHARDSSON

### **ADVANCED TUTORIALS (480-492)**

These are advanced reading and writing courses that offer an in-depth analysis of a topic in a tutorial format. Tutorials are limited in enrollment to ten students and preference given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five of six essays and the oral presentation of five or six critiques of another student’s essays are central to tutorials.

### **HIST 482T(S) From Angkor to the Killing Fields: The History of Cambodia (W)\***

This tutorial will trace the history of Cambodia from the Angkorian era starting in the eighth century through the tragedy of Pol Pot’s Khmer Rouge Holocaust, during which two million Cambodians (more than 21% of the population) were murdered in an attempt to turn Cambodia into a Maoist, peasant-led agrarian utopia. After establishing a basic understanding of the country’s early history, we will focus on understanding the series of events—French colonization in 1884, Cambodian independence in 1953, the US’s carpet bombing in 1969 and invasion (with South Vietnam) in 1970—that led to the Khmer Rouge’s takeover of Phnom Penh in April 1975. We will finish the course with the North Vietnamese invasion of 1978 and Cambodia’s attempts of the last 25 years to reestablish a sound and functional polity. This course will use films, websites, survivors’ accounts, and fiction, as well as conventional histories to paint a multi-dimensional picture of this fascinating but understudied history.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Students will be evaluated on their written work and their analyses of their partner’s work.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all. Preference given on the basis of preparation for the course, previous academic performance, and demonstrated commitment on the topic.*

*Group C*

Hour: TBA

REEVES

### **HIST 486T(F) Historical Memory of the Pacific War (W)\***

Over half a century after Japan’s surrender, the issue of how to remember the Pacific War continues to raise controversy both within Japan and between Japan, Korea, and China. This tutorial will consider how individuals, groups of individuals, and nations construct and reconstruct historical memories by examining how various Japanese have sought to remember the Pacific War. In the first section of the course, we will discuss theoretical writings on the psychology of memory, the social and political construction of historical memory, and the distinctions between official, collective, and historical memory. The second section will consider Japanese historical memory of the Pacific War, focusing on how Japan’s unique position as both wartime aggressor and victim has shaped debates over the por-

trayal of the War in Japanese museums, movies, comic books, textbooks, and the Hiroshima peace memorial park. The third section of the course will examine the mnemonic sites contested by Chinese, Korean, and Japanese memories by discussing issues pertaining to military comfort women, the Rape of Nanking, history textbooks, Yasukuni shrine, and the politics of apology. Themes will include how the construction of memory is linked to the nation, how the passage of time influences the construction of historical memory, and the dilemmas of coming to terms with pasts contested both within and between countries.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Students will be evaluated on their written work and their analyses of their partner's work. There will be a final paper (15 pages) on the themes of the course.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given on the basis of preparation for the course, previous academic performance, and demonstrated commitment on the topic. Open to all.*

Group C

Hour: TBA

MARUKO

**HIST 487T (formerly 374T) The Second World War: Origins, Course, Outcomes, and Meaning (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist487.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist487.html))

WOOD

**HIST 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as American Studies 368T) (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist488.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist488.html))

WONG

**HIST 489T History and the Body (Same as Women's and Gender Studies 489T) (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist489.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist489.html))

KUNZEL

**HIST 490T (formerly 350T) History, Nostalgia, and the Politics of Collective Memory (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/hist/hist490.html](http://www.williams.edu/Registrar/catalog/depts/hist/hist490.html))

WATERS

**THE THESIS AND INDEPENDENT STUDY (493-499)**

**HIST 493(F) Senior Thesis Research/Writing Seminar**

This seminar is a colloquium for the writers of honors theses. Although each student's major work for the fall will be the writing of a thesis in consultation with an individual advisor, students will gather for occasional meetings in order to present and critique each other's proposals and drafts and to discuss common problems in research and the design of a long analytical essay. Evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program. For students proceeding to W031 and HIST 494, performance in the fall semester will figure into the thesis grade calculated at the of the year. The quality of a student's performance in end the colloquium segment of History 493, as well as his or her performance in all aspects of the May colloquium at which these are presented and critiqued, will be figured into the overall grade the student is given for History 493-494 and the departmental decision to award *Honors* or *Highest Honors* at Commencement.

*Enrollment limited to senior honors candidates.*

Hour: 2:35-3:50 TF

MUTONGI

**HIST 494(S) Senior Thesis**

Students continuing to work on an honors thesis after WSP must register for this course. Infrequent meetings; times to be arranged.

*Enrollment limited to senior honors candidates.*

Hour: 2:35-3:50 TF

MUTONGI

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

**HISTORY OF SCIENCE  
(Div. II & III, see course descriptions)**

Chair, Professor DONALD deB. BEAVER

Professor: D. BEAVER. *Advisory Committee:* Professors: D. BEAVER, V. HILL.

A major in the History of Science is not offered, but the occasional Contract Major in it or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

## *History of Science*

The following will serve as examples: the 101 course is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. *Scientific Revolutions* (HSCI 224) deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. History of Science 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

### **HSCI 101(F) Science, Technology, and Human Values (Same as Science and Technology Studies 101)**

A study of the natures and roles of science and technology in today's society, and of the problems which technical advances pose for human values. An introduction to science-technology studies. Topics include: scientific creativity, the Two Cultures, the norms and values of science, the Manhattan Project and Big Science, the ethics and social responsibility of science, appropriate technology, technology assessment, and various problems which spring from dependencies engendered by living in a technological society, e.g., computers and privacy, automation and dehumanization, biomedical engineering.

Format: seminar. Requirements: two or three short exercises, two papers (3-5 pages and 5-10 pages), and a final exam.

*Enrollment limit: 25.*

*Satisfies one semester of the Division II requirement.*

Hour: 10:00-10:50 MWF

D. BEAVER

### **HSCI 224(S) Scientific Revolutions: 1543-1927 (Same as History 294)**

How much does science create the sensibilities and values of the modern world? How much, if any, technical detail is it necessary to know in order to understand the difference between propaganda and fact?

This course investigates four major changes of world view, associated with Copernicus (1543); Newton (1687); Darwin (1859); and Planck (1900) and Einstein (1905). It also treats briefly the emergence of modern cosmogony, geology, and chemistry as additional reorganizations of belief about our origins, our past, and our material structure.

We first acquire a basic familiarity with the scientific use and meaning of the new paradigms, as they emerged in historical context. We then ask how those ideas fit together to form a new framework, and ask what their trans-scientific legacy has been, that is, how they have affected ideas and values in other sciences, other fields or thought, and in society. Knowledge of high-school algebra is presupposed. Format: lecture/discussion. Evaluation will be based on five problem sets, two short papers (3-5 pages), and two hour exams.

*Enrollment limit: 45. Open to first-year students.*

*Satisfies one semester of the Division III requirement.*

Hour: 11:00-11:50 MWF

D. BEAVER

### **HSCI 240(F) Technology and Science in American Culture (Same as History 295)**

Although technologically dependent, the American colonies slowly built a network of native scientists and inventors whose skills helped shape the United States' response to the Industrial Revolution. The interaction of science, technology, and society in the nineteenth century did much to form American identity: the machine in the garden, through the "American System of Manufactures" helped America rise to technological prominence; the professionalization and specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865-1914), forms the focus of this course: how science and technology have helped shape modern American life.

Format: seminar. Requirements: class discussion, six short reports (1-2 pages), and a final exam.

*Open to first-year students.*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 MR

D. BEAVER

### **HSCI 320(S) History of Medicine (Same as History 293)**

A study of the growth and development of medical thought and practice, together with consideration of its interaction with science and social forces and institutions. The course aims at an appreciation of the socio-historical construction of Western medicine, from prehistory to the twentieth century. The course begins with paleomedical reconstructions, and moves to Babylonian, Egyptian and Greek [not only Hippocratic] 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.

*History of Science, Interdepartmental Program*

Format: seminar. Requirements: six short papers (3 pages), midterm and final.

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

*Satisfies one semester of the Division II requirement.*

Hour: 10:00-10:50 MWF

D. BEAVER

**HSCI 334 Philosophy of Biology (Same as Philosophy 334) (Not offered 2003-2004)**

(See under Philosophy for full description.)

**HSCI 336 Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (Not offered 2003-2004) (W)**

(See under Astronomy for full description.)

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

**COURSES OF RELATED INTEREST**

Mathematics 381 History of Mathematics  
Philosophy 209 Philosophy of Science  
Philosophy 210 Philosophy of Medicine  
Sociology 368 Technology and Modern Society

**INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND  
CROSS-DISCIPLINARY STUDIES**

**(Div. II, with some exceptions as noted in course descriptions)**

*Chair, Professor PETER JUST*

*Advisory Committee:* Professors: DARROW, JUST. Associate Professors: COX, KIRBY. Assistant Professor: CHAVOYA.

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty and student efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern.

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

**INTR 105(F) Latina/o Identities: Constructions, Contestations, and Expressions\***

What, or who, is a Hispanic or Latina/o? This course examines this question by exploring the diversity of the populations referred to by these terms, as well as the complex nature of "identity." Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of migration and the rearticulation of identities in the United States. Identity is also a contested terrain. As immigrants and migrants arrive, United States' policymakers, the media, and others seek to define the "newcomers" along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identities. We conclude the course with an exploration of those many and diverse expressions.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-2 pages), and three short papers (5-7 pages).

No prerequisites. *No enrollment limit (expected: 19 ). Preference given to first-year students and sophomores.*

*Satisfies one semester of the Division II requirement.*

Hour: 11:20-12:35 TR

JOTTAR and WHALEN

**INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, Philosophy 222 and Psychology 222) (Q)**

(See under Cognitive Science for full description.)

*Satisfies one semester of the Division II requirement.*

**INTR 242 Network Culture (Same as Arth 268, ArtS 212 and Religion 289) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/intr/intr242.html](http://www.williams.edu/Registrar/catalog/depts/intr/intr242.html))

TAYLOR

**INTR 259(F) Society, Culture and Disease**

Disease is one of the basic forces behind the growth, shape and vitality of human societies. Recognizing that understanding the effects of disease upon culture and society requires an approach that transcends traditional academic disciplines, this course will examine the nature and importance of disease from several perspectives. Focusing on the intersection of biology, economics and cultural study, we will confront some of the most difficult and important issues of our time. How do we decide which diseases deserve the resources required for vaccine development? Who gets the vaccine? In other

### *Interdepartmental Program*

words, who lives, and who dies? How do we decide the value of a human life? How do we understand and heal the wounds, individual and cultural, deriving from our confrontation with disease—with the AIDS epidemic, for instance? In what ways has disease, as an agent of change, been a beneficial force in our history? How do we define “health”? What, exactly, is disease? In exploring these issues, we will use a number of different formats, including lecture, discussion, tutorial sessions, and guest lecturers. Texts studied will range from the scientific to the literary, and might include formal academic papers, poetry, plays, films, historical works and cultural studies.

Format: lecture/discussion. Evaluation will be based on class participation, several short papers, and a final essay.

Prerequisites: Economics 101 or 110 or 120; Biology 101 or Chemistry 115 or Biology AP5; 100-level English class except 150; permission of instructor. *Enrollment limit: 30 (expected: 30).*

*Satisfies one semester of the Division I requirement.*

Hour: 11:00-12:15 MWF

MURPHY, ROSEMAN and SCHAPIRO

#### **INTR 264(S) Dramatic Expression in Opera (Same as Music 218 and Theatre 218)**

Devotees regard opera as the supreme collaborative art. At the same time others see operatic production simply as the occasion for stilted and formulaic dramatic performances. This course is an introduction to operatic performance, experimenting with acting and staging techniques that work to release the full expressive potential of musical theatre. It will combine exercises in acting techniques with vocal coaching, and work towards achieving a synthesis of acting and singing that encourages students to test the limits of their physical and imaginative resources. Although the class will deal with some critical and analytical works on opera production, the focus will be on class exercises and the performance of operatic scenes, both solo and in ensemble. As an interdisciplinary workshop, the course will test common misconceptions about the physical limitations imposed by vocal expression, and will encourage singers to transcend realistic acting models entirely inadequate for the intense physical and spiritual engagement that the operatic art demands. At the same time, we are committed to Joseph Kerman’s notion that, in opera, “music is the medium that bears the ultimate responsibility for articulating drama,” so that experimentation with acting techniques in an operatic scene will always be informed by a close analysis of the music that inspires it.

Format: interdisciplinary workshop. Evaluation will be based on class participation, interim and final projects

Prerequisites: auditions and permission of instructors. *Enrollment limit: 12. Preferences based on auditions.*

*Satisfies one semester of the Division I requirement.*

Hour: 1:10-2:25 MR

BUCKY and B. WELLS

#### **INTR 273(F) Sacred Geographies (Same as Anthropology 273 and Religion 273)\***

Bringing together insights from anthropology, art history, and religious studies, this course will explore the geography of sacred space: the spatial organization of meaning across time and the world as humans have again and again made a division between sacred and profane. We will attend to this process as expressed in the geography, social dynamics, and architecture of sacred space, noting patterns of similarity and difference among and between the “little traditions” of folk and traditional societies as well as the “great traditions” of universalist and modern societies. Having developed an analytical vocabulary for understanding sacred space, we will put our model in motion by examining the dynamics of change, redefinition, and contestation that have so often surrounded the history of sacred spaces.

The course begins by introducing students of theoretical models derived from our several disciplines, enabling them to understand the form and character of sacred spaces. Authors to be read may include Eliade, Bachelard, van Gennep, Metcalf, Tuan, Durkheim, Lefebvre, and Harvey. We will develop analytical tools for interpreting the meaning and aesthetics of sacred space as it is constituted in the natural landscape (e.g., sacred mountains, rivers, trees, etc.) artificially-constructed places (e.g., temples, monuments, shrines, etc.) and the intersection of the two. We will pay particular attention to the ways boundaries around sacred spaces are created, maintained, and violated, as well as passages to and from sacred places (e.g., pilgrimage).

Once these interpretive tools have been developed, we will turn our attention to the ways in which religious and political conflict are both aggravated and mediated through sacred space. Specific processes to be examined include: exile and diaspora—what happens when a people are cut off from their sacred space; contestation over sacred space in places like Jerusalem and the Babri Mosque in India; supercession in which a late-coming tradition marks its relation to earlier traditions, as in the construction of the Mexican national cathedral on the ruins of an Aztec temple in the heart of Mexico City; colonization, as in the creation of new mosques in British and American cities; and cooperation, in which a sacred space allows for the establishment of links between competing groups and divided ideologies, as in Mecca or monuments such as the Vietnam Veterans Memorial. We will conclude with attention to the role of these four processes in contemporary society, where diaspora, contestation, supercession and cooperation continue to have wide relevance for articulating the character of social conflict, reconciliation, and change.



*Interdepartmental Program*

Format: lecture/discussion. Requirements: full attendance and participation and three 4- to 6-page essays.

No prerequisites. *Open to all.*

*Satisfies one semester of the Division II requirement.*

Hour: 11:20-12:35 TR

DARROW and JUST

**INTR 275(S) Real Fakes (Same as English 240 and Religion 282)**

Cloning, genetic engineering, transplants, implants, cosmetic surgery, the Osbournes, artificial life, artificial intelligence, nanotechnology, faux fashion, sampling, art about art, photographs of photographs, films about films, identity theft, derivatives, facial transplants, Enron, virtual reality, reality TV: the line long separating fake/real, artificial/natural, illusory/true and inauthentic/authentic has disappeared. Fascination with the fake is as old as the imagination itself. But the shift from mechanical to digital and electronic means of production and reproduction has taken simulation to another level. What are the aesthetic, philosophical, social, ethical and political implications of the disappearance of the real? In addition to readings and discussions, there will be visits by a detective, a journalist and experts on art forgery and counterfeiting. Students will be required to select an example of contemporary faking and complete a 15-page paper or multimedia project on it. Readings include: Herman Melville, *The Confidence-Man*; James Cook, *The Arts of Deception: Playing with fraud in the Age of Barnum*; Walter Benjamin, *The Work of Art in the Age of Mechanical Reproduction*, Simon Worrall, *The Poet and the Murderer*; Hugh Kenner, *The Counterfeiters*; Jacques Derrida, *Counterfeit Money*; Umberto Eco, *Travels in Hyperreality*; Andy Warhol, *The Philosophy of Andy Warhol*; Lawrence Weschler, *Mr. Wilson's Cabinet of Wonders*; and Hans Moravec, *Mind Children: The Future of Robot and Human Intelligence*.

Format: lecture/discussion. Requirements: a midterm exam and final paper (15 pages) or multimedia project.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to first-year students and sophomores. This course may not be taken on a pass/fail basis.*

*Satisfies one semester of the Division II requirement.*

Hour: 11:00-12:15 MWF

TAYLOR

**INTR 295(F) Order, Disorder and Political Culture in the Islamic World (Same as African and Middle Eastern Studies 201 and Political Science 241)\***

(See under African and Middle-Eastern Studies for full description.) DARROW and MACDONALD

**INTR 307(F) Art and Justice (Same as ArtS 311 and Political Science 301) (W)**

Although Plato dismissed painters as unreliable imitators who invariably lead viewers "far from the truth," art has played an important role in the creation and transformation of political belief throughout human history. This class is an interdisciplinary examination of that role, focusing especially, though not exclusively, on the problem of how the visual arts advance and hinder the pursuit of justice. Although the relevant visual materials span diverse periods, areas, media, and cultural traditions, we will pay special attention to recent and contemporary American art, particularly to public art and self-consciously political works that seek to contest prevailing institutions, norms, and social structures. The course, then, will offer an in-depth introduction to certain aspects of contemporary art practice, but the point of our examination is to pursue broader and more fundamental questions about art, politics, and the relationship between them. Here are some of the most important that we will consider: How does one "read" an image and determine how it "works"? How do individuals and organizations use imagery to mold and mobilize opinion? How does the specific kind of activity or creation called "art" reflect and/or shape political life? What does it offer those seeking, exercising, or contesting political power? Are such uses of art inherently more manipulative than verbal arguments over policies and political principles? Or does art have important ways of showing us things we might not otherwise see? Can it make our political imaginations more generous? Can it bring us closer to justice? What would claiming this entail? Authors and artists considered may include Arai, Arendt, Danto, Edelman, Fusco, Grand Fury, the Guerrilla Girls, Hall, Kant, Kruger, Lacy, Luna, Piper, Plato, Rockwell, Sontag, Walker, Wodiczko and others.

Format: seminar. Requirements: regular short written critical analyses, one long independent project, several hands-on visual projects (e.g., web design, political poster, studio work, etc.)

Prerequisites: at least one course in Political Theory, Philosophy, Art History, Art Studio, American Studies, or permission of instructors. *Enrollment limit: 19 (expected: 18).*

In order to count toward the Art major, students must do additional work and have their portfolio reviewed by Art Studio faculty.

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-3:50 M

DIGGS and REINHARDT

**INTR 313(S) Reality (Same as Philosophy 313 and Religion 303)**

(See under Religion for full description.)

*Satisfies one semester of the Division II requirement.*

*Interdepartmental Program*

**INTR 314 Complexity (Same as Religion 314 and Philosophy 354) (Not offered 2003-2004)**  
(See under Religion for full description.)

**INTR 315(F) Computational Biology (Same as Physics 315 and Computer Science 315) (Q)**  
(See under Physics for full description.)  
*Satisfies one semester of the Division III requirement.*

**INTR 320(S) Democracy: Prospects and Discontents**

This class is designed to enhance awareness about democracy issues. It covers classic arguments about relations within civil society, formal governmental arrangements, the availability and utility of popular suffrage, and practices that threaten full implementation. The course responds to the assumption that democracy, though widely valued, is not a finished project. The class will draw on the experiences in the U.S.—routinely put forth as an advanced democracy—to identify themes and problems in the premier democratic state with a record of discord. It will also examine some of the emerging work in civil society and the unique efforts around democracy in southern hemispheric locations and post-colonial states. As befits a course on democracy, this will be participatory.

Format: lecture/discussion. Requirements: short papers and a final written paper.

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

*Satisfies one semester of the Division II requirement.*

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

A. WILLINGHAM

**INTR 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film (Same as ArtH 321) (Not offered 2003-2004)**  
(See under Art—ArtH for full description.)

**INTR 333 Money (Same as Religion 333) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/intr/intr333.html](http://www.williams.edu/Registrar/catalog/depts/intr/intr333.html))

TAYLOR

**INTR 342(S) Science and Religious Experience (Same as Physics 342 and Religion 342)**

Science describes the natural world as very different from what it appeared to be when the world's major religions first developed. The universe no longer seems to revolve in eternal circles around our particular place in space and time. Ever more complex and beautiful physical and biological structures evolve through an intricate interplay of chance, choice and natural law toward an uncertain distant future. Should the way science describes the natural world affect our ideas about religious experience? Should our ideas about religion affect our ideas about science? Are religion and science necessarily in conflict? Are they essentially separate? Do they complement each other? In this course we will explore the origins and development of religion. Next, we will explore the rise of science, the evolution of our understanding of how science works, and the rise and fall of deterministic, reductionistic interpretations of the natural world. We will review the ways in which science and religion have related to each other historically. We will explore contemporary ways of thinking about their relationship, drawing our scientific examples from our current understanding of quantum uncertainty and non-locality, from cosmology, and from evolutionary biology. The religion and science relevant to our explorations will be presented by written materials, demonstrations, guest instructors, and animated interactive computer movies.

Format: lecture/demonstration/multimedia presentation/discussion. Limited mathematical treatment of scientific concepts. Requirements: two short papers, a midterm exam, and a final paper.

No prerequisites. *Enrollment limit: 30. Open to first-year students.*

*Satisfies one semester of the Division II requirement. It is recommended for students interested in the implications of science for other disciplines, but it may not be used to satisfy the Division III distribution requirement or the minimum requirements for the Physics or Astrophysics major.*

Hour: 1:10-2:25 TF

CRAMPTON

**INTR 371(F) Evolutionary Psychology (Same as Psychology 348)**

Darwin's theory of evolution by natural selection forms the backbone of the life sciences, yet its relevance for the behavioral sciences has been appreciated only recently, and remains controversial. In this course, we will explore the burgeoning area of "evolutionary psychology," a field in which evolutionary theory is used as a framework for understanding psychological phenomena. Students will gain an appreciation of contemporary evolutionary theory and consider how (and how well) that theory can lend itself to the study of human behavior and cognition. We will consider comparative evidence from a variety of species (e.g., insects, birds, and non-human primates—as well as humans) and discuss a variety of objections to and critiques of evolutionary psychology. As part of the course, students will have an opportunity to conduct original research in the area.

Format: seminar. Evaluation will be based on class participation, daily thought papers, research proposal, and a written/oral report on research.

Prerequisites: Psychology 242 and any course in Biology, or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Psychology and Biology majors.*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 MR

SAVITSKY

**INTR 405(S) Advanced Topics in Latina/o Studies: Latina/o Visual Culture—Histories, Identities, and Representation (Same as Arth 364)\***

This course examines the contemporary history of Latina/o visual culture and explores the various relations between cultural expression, identity formation, and public representation. We will begin by considering the critical and aesthetic practices that emerged in the context of civil rights actions and nationalist movements, which often focused on issues of visibility, self-representation, and autonomy. The topics of immigration, transnationalism, and the “Latinization” of the United States will then be analyzed in depth as we examine representations of and representations by Latina/os in film and television, the visual arts, advertising, and other forms of popular media. Throughout the course, we will investigate the role of visual culture in determining taste and trends as well as shaping notions of belonging and cultural citizenship.

Format: seminar. Evaluation will be based on class participation, a research presentation, several short writing assignments (1-2 pages), and a final research paper.

No prerequisites. *Enrollment limit: 17 (expected: 17). Preference given to seniors and juniors.*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-3:50 W

CHAVOYA

**JEWISH STUDIES (Div. II)**

*Chair, Associate Professor MATTHEW A. KRAUS*

*Advisory Faculty:* Professors: CHRISTENSEN, DARROW, JUST, GERRARD, STAMELMAN. Associate Professor: KRAUS\*\*\*. Assistant Professor: LEVENE.

**THE PROGRAM IN JEWISH STUDIES**

Jewish Studies describes the academic field concerned with the experience and culture of the Jewish people. Covering a wide temporal and geographical range, Jewish Studies embraces both the waters of Babylon and the tenements of the Lower East Side. The subject cuts across numerous fields including Ancient Near Eastern Studies, Religion, Classics, History, Anthropology, Sociology, Art History, English, Middle Eastern Studies, Hebrew, Women’s and Gender Studies, American Studies, Comparative Literature, Romance Languages and Literature, German and Russian Studies, and Political Science. Jewish Studies as a subject and object of scholarly inquiry is more than 100 years old, emerging, as did the study of religion in general, in the context of nineteenth century efforts to make religious texts open to scientific and especially historical forms of investigation.

Williams offers a variety of courses specifically directed to students interested in Jewish Studies. In addition, many other courses incorporate topics relevant to the study of Judaism. Students are encouraged to integrate courses from diverse disciplines with a focus in Jewish history, religion, literature, language, and thought. Thus, rather than emphasizing a particular method of inquiry, Jewish Studies courses bring together students from different departments who share an interest in a common topic. As a result, Jewish subjects are analyzed from a multitude of perspectives (religious, philosophical, political, historical, psychological, literary, etc.). Williams offers two types of courses related to Jewish Studies: Courses directly focusing on Jewish topics and courses partially devoted to some aspect of Judaism. Most courses in Jewish Studies are open to all students without prerequisites. The specific catalogue entry for each course should be checked for details. The concentration in Jewish Studies is recommended for students interested in a sustained intellectual experience in the field.

**CONCENTRATION IN JEWISH STUDIES**

The concentration in Jewish Studies serves two primary functions. First, it provides a formal structure enabling students to develop knowledge of the history, thought, texts, and practices of the Jewish people. Second, students will learn to apply this competency to the analysis of issues related to Jewish Studies emerging from disciplinary perspectives. Through the Jewish Studies concentration, students will be able to examine topics according to the methods particular to majors as well as in comparison with other disciplinary approaches. Thus, Jewish Studies enhances one’s specific knowledge of Judaism and the general capacity to think interdisciplinarily.

Students wishing to concentrate in Jewish Studies must take 5 courses with at least 2 different prefixes: 1 core course, 2 required courses, 1 elective, and 1 capstone course.

*Core Course*

[Jewish Studies 101/Religion 203 Introduction to Judaism] (required of all concentrators)

*Required Courses*

Students must take two required courses, one from Group I and one from Group II. There will be offerings from the visiting Croghan Professor and other visiting professors. These may fulfill the core requirements with approval from the Jewish Studies Advisory Committee. Only one Winter Study course may be used to satisfy this requirement.

## *Jewish Studies*

### *Group I*

Classics/History 302 The History of Jerusalem: From Herod to Constantine  
CRHE 201-202 Hebrew  
Religion/Comparative Literature 201 Reading the Hebrew Bible  
[Religion 207 Biblical Interpretation in Classical Antiquity]  
[Religion/Classics 208 The Hellenistic World and the Emergence of Rabbinic Judaism]  
[Classics/Religion 025 Intercultural Interchange in Israel and Jordan]  
[Religion 013 Biblical Hebrew in a Month]

### *Group II*

[ArH 363 The Holocaust Visualized]  
Comparative Literature 341 Writing Against Writing: Modern Theories of Jewish Textuality  
English/American Studies 344 Imagining American Jews  
History 230 Modern European Jewish History, 1789-1948  
History 338 The History of the Holocaust  
[Political Science 267 Arab-Israeli Relations]  
Political Science 305T The Challenges of Knowing: The Holocaust  
[Religion 204 Imitating God: Wisdom and Virtue in Jewish Thought]  
[Religion 205 Zion: Perspectives, Narratives, Desires]  
[Religion 206 Judaism and the Critique of Modernity]

### *Elective*

Students may meet the elective requirement with one of the courses partially related to Jewish Studies or another course from Group I or II. Since the elective requirement enables students to situate issues in Jewish Studies within a broader disciplinary context, the elective must be taken after REL/CLAS 203 and simultaneously with or after at least one core course. In a course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes constantly so the course catalogue should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

Anthropology/Religion 247T Saints and Sainthood  
Anthropology/INTR/Religion 273 Sacred Geographies  
[Anthropology/Classics/INTR 280 Myth] (Deleted 2003-2004)  
[Classics/Religion 274 Women's Religious Experiences in the Ancient Mediterranean World]  
Comparative Literature 232 European Modernism  
[English 236 Witnessing: Slavery and Its Aftermath]  
[French 330 The Poetics and Politics of Memory]  
German 303 German Studies 1900-1938  
History 129 Religion, Race and Gender in the Age of the French Revolution  
[History 225/Religion 216 The Middle Ages]  
History 228 (formerly 209) Europe in the Twentieth Century  
[History 331 The French and Haitian Revolutions]  
[History 358 (formerly 242) "The Good War": World War II and American Culture and Society]  
[History 425/Religion 215 The First Crusade]  
[History 487T (formerly 374T) The Second World War: Origins, Course, Outcomes, and Meaning]  
[History 490T (formerly 350T) History, Nostalgia, and the Politics of Collective Memory]  
[Political Science 244 Middle East Politics: State Formation and Nationalism]  
Political Science 309 Comparative Constitutionalism  
[Religion 231/History 209 (formerly 275) The Origins of Islam: God, Empire and Apocalypse]  
Religion 270T Father Abraham: The First Patriarch  
[Religion 281 Atheism, Theism and Existentialism]  
[Religion 288 Monasteries, Yeshivas, and other Universities: Religion and the Nature of Education]  
[Sociology 309 Altruism and the Rescue of Persecuted Minorities]  
Spanish 201 The Cultures of Spain

### *Capstone Course*

JWST 491 Jewish Studies Interdisciplinary seminar (Members of the Jewish Studies Advisory Committee)

## *Jewish Studies, Latin-American Studies*

### *Croghan Professorship*

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity. Past Croghan Professors have taught courses on the Mishnah (Shaye Cohen), the historical Jesus (John Dominic Crossan), and Ancient Mediterranean Religions (Ross Kraemer).

### *Overseas Studies*

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University. With the approval of the Jewish Studies coordinator, students may count a study-abroad program towards one core requirement.

### *Funding*

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

### **JWST 101 Introduction to Judaism (Same as Religion 203) (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/jwst/jwst101.html](http://www.williams.edu/Registrar/catalog/depts/jwst/jwst101.html))

KRAUS

### **JWST 491(F) Jewish Studies Interdisciplinary Seminar**

Open to students who have completed (or are completing) the four required courses for the Jewish Studies concentration, this course enables students to integrate their background in Jewish Studies with the disciplinarity normally associated with a departmental major. Team-taught by members of the JS advisory committee, the course consists of three parts. 1) Introductory sessions on methodological issues in Jewish Studies. 2) 4-6 week period of individual meeting with faculty member while working on a 15- to 20-page research project. 3) Final month devoted to seminar style presentation and discussion of papers. Students participating in the seminar must sign up for an approved independent study. A student writing a thesis relevant to Jewish Studies for a departmental major may petition the chair of Jewish Studies to allow the thesis to meet the capstone requirement in place of JWST 491. Evaluation will be based on participation in discussions and final paper and presentation.

Prerequisites: fulfillment of requirements of Jewish Studies concentration. *No enrollment limit, however, chair of Jewish Studies must approve participation in the course (expected: 8).*

Hour: TBA

Members of the Jewish Studies Advisory Committee

## **LATIN-AMERICAN STUDIES**

*Advisory Committee:* Professors: BELL-VILLADA, M. F. BROWN, MAHON, Associate Professors: FOIAS, WHALEN. Assistant Professors: FRENCH, JOTTAR, KITTLESON.

Although Williams does not have a formal concentration in Latin-American Studies, the College offers a wide range of courses that explore the history, languages, and cultures of Iberoamerica. Students who are interested in Latin America are encouraged to develop proficiency in Spanish through the courses offered by the Department of Romance Languages. The following courses expose students to the central themes of Latin-American history and to the region's contributions to the contemporary world.

### *Concepts Courses*

Anthropology 101 The Scope of Anthropology

Economics 204/Environmental Studies 234 Economic Development in Poor Countries

### *Recommended Core Course in Latin-American Studies*

Spanish 200 Latin-American Civilizations (*Conducted in Spanish*)

### *Latin-American History and Culture*

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America

Anthropology 216 Native Peoples of Latin America

Anthropology 217 Mesoamerican Civilizations

Comparative Literature/American Studies 256 Literature of the Americas: Dialogues in Historical Perspective

History 148 The Mexico Revolution: 1910 to NAFTA

History 242 Latin America From Conquest to Independence

History 243 Modern Latin America, 1822 to the Present

History 249 The Caribbean From Slavery to Independence

### *Latin-American Studies, Leadership Studies*

History 343 Gender and History in Latin America  
History 344 Latin-American Revolutions and the United States  
History 346 History of Modern Brazil  
History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households  
History/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History  
History 443 Slavery, Race, and Ethnicity in Latin America  
Political Science 222 The United States and Latin America  
Political Science 246 Mexican Politics  
Political Science 249 Latin-American Politics  
Political Science 349T Cuba and the United States  
Spanish 203 Major Latin-American Authors: 1880 to the Present  
Spanish/Comparative Literature 205 The Latin-American Novel in Translation  
Spanish 219 Humor in Spanish-American Literature  
Spanish 306T/Comparative Literature 302T Latino Writing: Literature by U.S. Hispanics  
Spanish 403 Senior Seminar: Revolution in Latin American Literature & Film (W)\*  
Theatre /American Studies 330 The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance  
Theatre/American Studies 331 Sound and Movement in the Afro-Latin Diaspora

#### *Study Abroad*

Students interested in Latin America are encouraged to pursue junior-year programs in Mexico, Colombia, Ecuador, and elsewhere in Central and South America. The College's foreign study program in Madrid also offers exposure to courses in Latin-American literature and history.

#### *Contract Majors*

In consultation with members of the advisory committee, exceptionally qualified students may develop a Contract Major in Latin-American Studies.

## **LEADERSHIP STUDIES (Div. II)**

*Chair, Associate Professor JAMES MCALLISTER*

*Advisory Committee:* Professors: ART, BUCKY, DUNN, GOETHALS, HOPPIN, JACKALL, K. LEE, MACDONALD, MAHON, PASACHOFF. Associate Professor: MCALLISTER. Lecturer: ENGEL. Part-time Visiting Professor: CHANDLER.

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts-whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders' legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures. How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete the sequence outlined below (6 courses total). Students must take their two core courses from different departments. At least one of the core courses must be at the 300 or 400 level.

[ ] Courses not offered in 2003-2004 are listed in brackets.

#### *The Introductory Course:*

Political Science 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

#### *One Required Course on Ethical Issues Related to Leadership:*

Philosophy 101 Introduction to Moral and Political Philosophy

Political Science 203 Introduction to Political Theory

#### *Two Core Courses Dealing with Specific Facets or Domains of Leadership:*

English 137 Shakespeare's Warriors and Politicians

## Leadership Studies

Classics/History/Leadership Studies 323 Leadership, Government, and the Governed in Ancient Greece  
 History 475 Modern Warfare and Military Leadership  
 Leadership Studies/French 212/History 393 Sister Revolutions in France and America  
 Leadership Studies/Political Science 285 The Revolutionary Generation: Galaxy of Leaders  
 [Psychology 342 Psychology of Leadership]  
 [Sociology 387 Propaganda]

*One Leadership Studies Winter Study course (listed separately in the catalogue)*

*Capstone Course:*

Leadership Studies 402(S) Domains of Leadership

### **LEAD 125(S) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Political Science 125)**

Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. Social scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of economics, psychology, and sociology. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study precisely because universal answers to the major questions in leadership studies have proven to be elusive. This course is designed to introduce students to many of the central issues and debates in the area of leadership studies.

Format: lecture/discussion. Requirements: a midterm and final exam and 2 short papers.

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

*Subfield open*

Hour: 11:20-12:35 TR

MCALLISTER

### **LEAD 212(S) Sister Revolutions in France and America (Same as French 212 and History 393)**

In the late-eighteenth century, two revolutions burst forth—they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. This course takes an interdisciplinary approach to the study of the overarching ideas and visions of the sister revolutions. Through works of literature, correspondence, political essays and speeches, we will seek to understand the fundamental goals and accomplishments of both revolutions. Who were their leaders and according to what principles did they govern? Did revolutionaries in France find a model in America for their Revolution? What is the meaning of the “Terror” in France and what light does it shed on modern revolutionary movements? Why was the American Revolution followed by decades of stability while the French Revolution bequeathed a turbulent succession of failed governments? Have America and France continued to conceive of themselves as revolutionary nations? We will read works by the following historians, novelists, and politicians: Rousseau, Robespierre, Saint-Just, Michelet, Tocqueville, Victor Hugo, Edmund Burke, Thomas Paine, James Madison, Alexander Hamilton, John Adams, Thomas Jefferson, David B. Davis, and Hannah Arendt. Films on revolution by Renoir, Wajda, Gance and others will be viewed. Students with a reading knowledge of French are encouraged to read French texts in the original.

Format: seminar. Requirements: several papers and active participation in all class discussions.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students with backgrounds in American history, French history or Political Science.*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-3:50 W

DUNN

### **LEAD 285(F) The Revolutionary Generation: Galaxy of Leaders (Same as Political Science 285)**

The American Revolution produced a galaxy of brilliant politicians and statesmen of extraordinary courage, intellect, creativity, and character. They succeeded in drafting an unparalleled Constitution and establishing enduring democratic political institutions while nevertheless failing to grapple with the wrenching issue of slavery and the rights of women. In this course, we will explore the lives, ideas, and political leadership of these men, most of whom belonged to the social elite of their day: Washington, Madison, Jefferson, Adams, Franklin, and Hamilton. We will study in depth their superb writings, such as the correspondence between Madison and Jefferson and between John Adams and his wife Abigail, and Madison's and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Edmund Morgan, Bernard Bailyn, and others.

Format: seminar. Requirements: three papers, four class presentations.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students with a background in American History or Political Science.*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-3:50 W

DUNN

*Leadership Studies, Legal Studies*

**LEAD 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Classics 323) (W)**

(See under History for full description.)

*Satisfies one semester of the Division II requirement.*

**LEAD 402(S) Domains of Leadership**

A seminar on leadership in various domains, with emphasis on the application of general theoretical principles of leadership. Students will meet periodically to discuss common readings on leadership theory but also devote a large part of the semester to independent study. The independent work will be conducted with the instructor and, when appropriate, other faculty in the program, and will be discussed in the seminar. Students may elect to do independent work in groups of two or three.

Evaluation will be based on class participation and a major paper or set of shorter papers.

Hour: 1:10-2:25 TF

CHANDLER

**LEGAL STUDIES (Div. II)**

*Chair, Professor SAUL KASSIN*

*Advisory Committee:* Professors: JACKALL, JACOBSON\*\*\*, JUST, KAPLAN, KASSIN. Associate Professor: NOLAN.

Legal Studies is an interdisciplinary program designed to give students a background and frameworks for understanding the law as a means of regulating human behavior and resolving disputes among individuals, groups, and governments. Emanating from a liberal arts tradition, and not specifically aimed at preparing students for law school, this program provides the tools needed to think and argue critically about how laws work, how they evolved in the course of history and in different parts of the world, how they are enforced, and how they affect our everyday lives.

The courses in this program address a wide range of subjects, including the philosophical, moral, historical, social, and political underpinnings of law; the U.S. Constitution; law enforcement and other aspects of criminal justice; methods of scientific proof; psychological influences on evidence, trials, and decision-making; cultural perspectives and non-western legal traditions; and the use of law to regulate environmental policy. Courses are taught by faculty in the Sciences, Social Sciences, and Humanities, whose work centers on legal processes, and by visiting professors from various law schools.

**THE CONCENTRATION**

The concentration in legal studies consists of six courses, including an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar on a contemporary topic in the law. Electives may vary from year to year according to course offerings. In addition, the program offers local, alumni, and professional contacts for summer and WSP internships in a wide range of government and private law-related settings.

**REQUIRED COURSES**

**LGST 101(S) Processes of Adjudication**

How are disputes resolved within social systems? Focused on this question, this interdisciplinary course presents different perspectives on trials and other methods of adjudicating crimes, settling matters of public policy, and resolving civil disputes among individuals, groups, governments, and organizations. Topics to be addressed include the historical and Constitutional bases for juries and jury trials; alternative means of adjudication, as seen in American drug courts and military tribunals; adversarial, inquisitorial, and consensus-building approaches to dispute resolution used in past and non-western cultures; methods of gathering and evaluating evidence; the role of forensic sciences and technology.

Format: lecture/discussion. Evaluation will be based on two exams, a 10- to 15-page paper, and class participation.

*Enrollment limit: 50.*

*This is an interdisciplinary course to be team-taught by faculty, from a variety of departments.*

Hour: 2:35-3:50 MR

KAPLAN

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

Open only to upperclass students under the supervision of a member of the Legal Studies Advisory Committee.

**LGST 401(S) The Cultural Study of Law**

In the United States, the rule of law refers to more than a set of substantive norms and political procedures. Law speaks more broadly to the identity of the citizen and his or her understanding of the polity-its history and its future. At stake is an entire world view, at the core of which is the belief that the rule of law is rule by the popular sovereign. This seminar explores the unique nature of this world created and maintained by the American legal imagination.



## *Legal Studies, Linguistics*

Topics include law's time and space, the nature of legal authority, law's relationship to justice, the judicial role, violence and the limits of law, and legal hermeneutics. Readings are interdisciplinary, including specifically legal texts as well as works in legal and political theory.

Format: seminar. Requirements: active class participation, regular preparation of short discussion points for class, and a final paper.

Prerequisites: Legal Studies 101 and at least two Legal Studies electives. *Enrollment limit: 25 (expected: 20-25). Preference given, in order of seniority, to students for whom this course completes the Legal Studies concentration.*

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

KHAN

### **ELECTIVES**

Four elective courses are required to complete a concentration in Legal Studies. These courses must be taken from at least two departments.

Anthropology 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law  
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science  
Comparative Literature 401 Senior Seminar: Literature and the Law  
Environmental Studies 307/Political Science 317 Environmental Law  
History 395 Comparative History of Organized Crime  
Political Science 216 Constitutional Law II: Individual Rights  
Political Science 219 Constitutional Law I: Structures of Power  
Political Science 309 Comparative Constitutionalism  
Political Science 338 American Legal Philosophy  
Psychology 347 Psychology and Law  
Sociology 214 Mafias  
Sociology 215 Crime in the Streets  
Sociology 218 Law and Modern Society  
Sociology 265 Drugs and Society

## **LINGUISTICS (Div. I)**

*Coordinator, Assistant Professor: NATHAN SANDERS*

Courses in linguistics enable students to explore language from a variety of perspectives: the internal workings of language as a system of communication, the physical means by which speech is produced, the role of language in society, the history of language groups and specific languages, and the applicability of scientific knowledge about language to various human endeavors.

Linguistics offers neither a major nor a concentration, but its courses provide a solid grounding in formal linguistics and complement study in several other disciplines: Anthropology, Philosophy, Psychology, Cognitive Science, Sociology, English, Comparative Literature, and all the foreign languages. Anthropology majors can receive major credit for Linguistics 101. Majors in German Studies may receive major credit for a linguistics course with the special permission of the department chair.

Knowledge of foreign languages is helpful but not required for introductory linguistics courses.

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

This course is a general introduction to the scientific study of language, particularly its theoretical debates, methodology, and relationship to other disciplines. With this aim in mind, we will examine the analytic methods and major findings of various subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, and language change. The course will focus on issues in language and society. These may include such topics as dialects, American Sign Language, the acquisition of language, and the official English language movement. By the end of the course, you should be acquainted with systematic methods of studying language, be aware of the fundamental similarities and startling diversity of human languages, and have an informed perspective on how issues of language have an impact on our society.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, a mid-term exam, and a final exam.

No prerequisites. *No enrollment limit (expected: 25).*

Hour: 1:10-2:25 MR

SANDERS

### **LING 111(S) Articulatory and Acoustic Phonetics (Q)**

Phonetics is the study of human speech sounds. This course emphasizes the International Phonetic Alphabet, a standardized system of transcribing speech. Students learn to recognize, describe, transcribe, and produce speech sounds from languages all over the world. This course also covers phonetic analysis of speech, including patterns of sounds within and across languages, the acoustic properties of the speech signal, and how and why the mouth moves the way it does when we speak.

## *Linguistics, Materials Science Studies*

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, occasional quizzes, a midterm exam, and a final project.

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

Hour: 1:10-2:25 MR

SANDERS

### **LING 121(S) The Syntactic Structure of English (Same as English 122) (W)**

This course is an introduction to a rigorous, scientific approach to language study. No previous training in linguistics is assumed. A better understanding of the structure of English and of language in general will proceed by way of class discussion and homework problems. These problems will be designed to involve students in observation and analysis of linguistic data and in the construction and testing of syntactic theories. The homework will require time and careful attention and will usually be rather challenging.

Format: lecture/discussion. Requirements: participation in discussions and about 30 pages of writing in the form of weekly essay-style homework of 2-5 pages each.

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

Hour: 1:10-2:25 TF

SANDERS

### **LING 131(F) Introduction to Logic and Semantics (Same as Philosophy 131) (Q)**

This course is an introduction to both formal logic and the study of linguistic meaning. Throughout the course, a formal system of logic will be developed, and its adequacy for describing linguistic meaning will be tested. Topics to be covered include the meaning of words and sentences, first-order predicate logic, logical deduction, interpretation and understanding, and context.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, two midterm exams, and a final essay.

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

Hour: 1:10-2:25 TF

SANDERS

### **LING 431(F) Introduction to Chinese Linguistics (Same as Chinese 431)\***

(See under Asian Studies—Chinese for full description.)

## **LITERARY STUDIES—see COMPARATIVE LITERATURE**

## **MATERIALS SCIENCE STUDIES**

*Advisory Faculty:* Professor: KARABINOS, D. LYNCH\*. Associate Professors: AALBERTS, S. BOLTON, L. PARK, STRAIT\*\*\*. Assistant Professor: SCHOFIELD.

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

### *Core Course in Materials Science:*

Chemistry/Physics 332 Materials Science: The Chemistry and Physics of Materials

### *Related Courses:*

Biology 101 The Cell  
Chemistry 016 Glass and Glassblowing  
Chemistry 156 Organic Chemistry  
    and Chemistry 251 Organic Chemistry  
Chemistry 155 Current Topics in Chemistry  
    or Chemistry 256 Foundations of Physical and Inorganic Chemistry  
Chemistry 335 Inorganic/Organometallic Chemistry  
Chemistry 361 Physical Chemistry: Structure and Dynamics  
Chemistry/Environmental Studies 364 Instrumental Methods of Analysis  
Chemistry 366 Physical Chemistry: Thermodynamics  
Geosciences 202 Mineralogy and Geochemistry  
Mathematics 209 Differential Equations and Vector Calculus  
Mathematics 315 Groups and Characters  
Physics 015 Electronics  
Physics 201 Electricity and Magnetism  
Physics 202 Waves and Optics  
Physics/Mathematics 210 Mathematical Methods for Scientists  
Physics 301 Introductory Quantum Physics

*Materials Science Studies, Mathematics and Statistics*

Physics 405T Electromagnetic Theory  
Physics 411T Classical Mechanics  
Physics 451 Solid State Physics

**MATHEMATICS AND STATISTICS (Div. III)**

*Chair*, Professor EDWARD B. BURGER

Professors: ADAMS, O. BEAVER, BURGER, R. DE VEAUX, GARRITY, V. HILL, S. JOHNSON, MORGAN, SILVA. Associate Professor: LOEPP\*. Assistant Professors: DEVADOSS, PACELLI, TAPP, WITTWER\*. Visiting Assistant Professor: RACZ.

**MAJOR**

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning.

Students are urged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

**REQUIREMENTS** (*nine courses plus colloquium*)

*Calculus* (two courses)

Mathematics 104 Calculus II  
Mathematics 105 or 106 Multivariable Calculus

Except in unusual circumstances, students planning to major in mathematics should complete the calculus sequence (Mathematics 103, 104, 105) before the end of the sophomore year, at the latest.

*Applied/Discrete Mathematics/Statistics* (one course)

Mathematics 209 Differential Equations and Vector Calculus *or*  
Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)  
Mathematics 251 Discrete Mathematics *or*  
Statistics 201 Statistics and Data Analysis *or*  
Statistics 231 Statistical Design of Experiments *or*

a more advanced elective in discrete or applied mathematics or statistics, with prior departmental approval: Mathematics 305, 306, 315, 346, 354, 361, 433, 452, or any Statistics course 300 or above or an appropriate course from another department as listed in the notes below.

Notes: Mathematics 251 is required in Computer Science, and Mathematics 209 is recommended in other sciences, but double majors should understand that no course may count toward both majors.

*Core Courses* (three courses)

Mathematics 211 Linear Algebra  
Mathematics 301 Real Analysis *or* Mathematics 305 Applied Real Analysis  
Mathematics 312 Abstract Algebra *or* Mathematics 315 Groups and Characters

*Completion* (three courses plus colloquium)

The Senior Major Course is any 400-level course taken in the senior year. In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Major Course requirement in the junior year, provided that the student has completed three 300-level mathematics courses before enrolling in the Senior Major Course (if it is a statistics seminar, one of the 300-level courses may be replaced by Statistics 201).

Two electives from courses numbered 300 and above or Statistics 201.

Weekly participation as a senior in the Mathematics Colloquium, in which all senior majors present talks on mathematical or statistical topics of their choice.

**NOTES**

In some cases, an appropriate course from another department may be substituted for one of the electives, with prior permission of the Mathematics and Statistics Department. In any case, at least eight courses must be taken in mathematics and statistics at Williams. These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

**APPLIED MATHEMATICS OR OTHER SCIENCES**

Students interested in applied mathematics or other sciences, including economics, should consider Mathematics 209, 210, 251, 305, 306, 315, 323, 342, 354, 361, 433, or Statistics 201, 231, 346, 442, and additional appropriate courses from outside Mathematics and Statistics, including possibilities such as Chemistry 301, Computer Science 256, Computer Science 361, Economics 255, Physics 201, Physics 202, Physics 210 or more advanced physics courses.

## *Mathematics and Statistics*

### BUSINESS AND FINANCE

Students interested in careers in business or finance should consider Mathematics 170, as well as courses in statistics and related areas such as Statistics 101, 201, 231, 331, 344, 346, 442, 443. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

### ENGINEERING

Students interested in engineering should consider the courses for applied mathematics immediately above, with Mathematics 209 and 305 especially recommended. Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the *Bulletin* and the Williams pre-engineering advisor for further information.

### GRADUATE SCHOOL IN MATHEMATICS

Students interested in continuing their study of mathematics in graduate school should take Mathematics 301 and 312. Mathematics 302 and 324 are strongly recommended. Many of the 400-level courses would be useful, particularly ones that involve algebra and analysis. Honors theses are encouraged. Reading knowledge of a foreign language (French, German, or Russian) is helpful.

### STATISTICS AND ACTUARIAL SCIENCE

Students interested in statistics or actuarial science should consider Mathematics 341, Statistics 201, 231, 331, 346, 442 and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors below).

### TEACHING

Students interested in teaching mathematics at the elementary or secondary school level should consider Mathematics 285, 313, 325, 381, Statistics 201 and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended.

### THE DEGREE WITH HONORS IN MATHEMATICS/STATISTICS

The degree with honors in Mathematics/Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters and a WSP (031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a regular course and one semester plus a WSP (030) of independent study, culminating in a "minithesis" and a presentation. At least one semester should be in addition to the major requirements.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries and giving a second colloquium talk. Written work is a possible component.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a minithesis. An outstanding student who writes a minithesis, or pursues actuarial honors and writes a paper, might also be considered.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. By the time of registration during spring of the junior year, the student must have requested a faculty member to be honors advisor and must have obtained the department's approval of formal admission to the honors program. Such approval depends on both the record and the promise of the applicant. It is conditional on continuing progress.

The recommendation for honors is usually announced at the end of the spring term. Participation in the honors program does not guarantee a recommendation for honors. The decision is based not only on successful completion of the honors program but also on the merit of the student's overall record in mathematics. If the student completes the program during the fall or winter study, the decision may be announced at the beginning of the spring term, conditional on continuing merit.

### ADVANCED PLACEMENT

The Mathematics and Statistics Department attempts to place each student who elects a mathematics course in that course best suited to the student's preparation and goals. The suggested placement in an appropriate calculus course is determined by the results of the Advanced Placement Examination (AB or BC) if the student took one, and any additional available information. A student who receives a 3, 4, or 5 on the BC examination or a 4 or 5 on the AB examination is ordinarily placed in Mathematics 105. A student who receives a 1 or 2 on the BC examination or a 2 or 3 on the AB examination is ordinarily placed in Mathematics 104. Students who have had calculus in high school, whether or not

they took the Advanced Placement Examination, are barred from Mathematics 103 unless they obtain permission from the instructor. Students who take an Advanced Placement Exam in statistics should consult the department for placement. In any event, students registering for mathematics and statistics courses are urged to consult with members of the department concerning appropriate courses and placement. In general, students are encouraged to enroll in the most advanced course for which they are qualified: it is much easier to drop back than to jump forward. The department reserves the right to refuse registration in any course for which the student is determined to be *over-prepared*.

#### GENERAL REMARKS

##### *Divisional Requirements*

All courses may be used to satisfy this requirement.

##### *Alternate Year Courses*

Core courses Mathematics 301, 305, 312, and 315 are normally offered every year. Other 300-level courses may be offered in alternate years. Senior seminars (400-level courses) are normally offered every two to four years. Students should check with the department before planning far into the future.

##### *Course Admission*

Courses are normally open to all students meeting the prerequisites. Students with questions about the level at which courses are conducted are invited to consult members of the department.

##### *Course Descriptions*

Descriptions of the courses in Statistics follow the descriptions of Mathematics courses. More detailed information on all of the offerings in the department is available in the *Informal Guide to Mathematics Courses at Williams* that can be obtained at the departmental office.

##### *Courses Open on a Pass/Fail Basis*

Students taking a mathematics or statistics course on a pass/fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass/fail basis. Permission will not be given to mathematics majors to meet any of the requirements of the major or honors degree on this basis. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass/fail basis.

##### *Graduate School Requirements*

An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

## MATHEMATICS COURSES

### ***NOTE: STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.***

#### **MATH 100(F) Quantitative Studies**

This course is intended for all students—(first-year students and upperclass students)—who want to strengthen their basic arithmetic and algebraic skills, and to understand the central concepts of elementary mathematics. Topics will include: signed numbers, fractions, decimals, percentages, exponents, logarithms, scientific notation, polynomials, algebraic fractions, linear and quadratic equations, and graphing. Concepts will be stressed in classroom lectures and discussions; techniques will be developed through daily assignments.

Format: lecture. Evaluation will be based primarily on performance on quizzes and exams.

Prerequisites: permission of instructor. *No enrollment limit (expected: 6).*

Depending on his or her performance on the diagnostic test administered at the beginning of the academic year, a student may be required to take Mathematics 100 or Mathematics 101 as a prerequisite for Biology 101, Chemistry 151, Chemistry 153, Chemistry 155, Computer Science 134, Economics 110 or 120, Mathematics 103, Statistics 101, or Physics 131, 141. However, a student need not be planning to take one of these additional courses in order to take Mathematics 100 or 101.

Hour: 11:00-11:50 MWF

O. BEAVER

#### **MATH 101(F,S) Pre-Calculus**

The elementary functions—algebraic, logarithmic, and trigonometric—from both a graphical and analytic point of view.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: permission of instructor. *Enrollment limit: 15 (expected: 15).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

First Semester: S. JOHNSON

9:00-9:50 MWF

Second Semester: BURGER

#### **MATH 103(F,S) Calculus I (Q)**

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves “max-min” problems: how to maximize

## Mathematics and Statistics

profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms. This is an introductory course for students who have not seen calculus before. Students who have previously taken a calculus course may not enroll in MATH 103 without the permission of instructor.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 101 (or demonstrated proficiency on a diagnostic test; see Mathematics 101). *No enrollment limit (expected: 50-60).*

Hour: 9:00-9:50 MWF  
10:00-10:50 MWF

First Semester: O. BEAVER  
Second Semester: O. BEAVER

### MATH 104(F,S) Calculus II (Q)

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before. Students who have received the equivalent of advanced placement of AB 4 or BC 3 may not enroll in Mathematics 104 without the permission of instructor. Students who have higher advanced placement must enroll in Mathematics 105 or above.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 103 or equivalent. *No enrollment limit (expected: 50-70).*

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

First Semester: SILVA  
Conferences: 9:55-11:10 R, 11:20-12:35 R, 1:10-2:25 R  
Second Semester: MORGAN

### MATH 105(F,S) Multivariable Calculus (Q)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations. This course is the right starting point for students who have seen differentiation and integration before. Students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in Mathematics 105.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 104 or equivalent, such as satisfactory performance on an Advanced Placement Examination. *No enrollment limit (expected: 45).*

Hour: 8:00-8:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF  
10:00-10:50 MWF, 11:00-11:50 MWF

First Semester: ADAMS, TAPP  
Second Semester: TAPP

### MATH 106(F) Multivariable Calculus (Q)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and Math 105 is that Math 105 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in Mathematics 106, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether or not Math 105 or Math 106 is appropriate, please consult a member of the math/stat department. Credit will not be given for both Mathematics 105 and Mathematics 106.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: BC 3 or higher or integral calculus with infinite series. *No enrollment limit (expected: 45).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

GARRITY

### MATH 170(F,S) Mathematics of Finance (Q)

This course investigates the mathematics underlying various problems that arise in personal, consumer, and business finance. Topics include simple and compound interest, periodic loans (such as home mortgages and auto loans), present value, future value, bank discounting and rediscounting, amortization, sinking funds, corporate and municipal bonds, perpetual annuities, taxes (including itemization), life annuities, depreciation, inflation, and the basic mechanics of life insurance. Students are required to carry out several spreadsheet projects; instruction on the use of these systems is provided as needed. Although the course does not prepare students for the examinations of the Society of Actuaries, it is basically actuarial in approach, not a course in "how to invest."

Format: lecture. Evaluation will be based primarily on performance in class quizzes, spreadsheet exercises, and exams.

Prerequisites: Mathematics 103 or equivalent. *Enrollment limit: 42 (expected: 42). Not open to first-*

year students. Not open to junior or senior Mathematics majors except by permission of instructor.  
Not open on a pass/fail basis.  
Hour: 8:30-9:45 TR

V. HILL

**MATH 180 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math180.html](http://www.williams.edu/Registrar/catalog/depts/math/math180.html))

BURGER

**MATH 209(S) Differential Equations and Vector Calculus (Q)**

Historically, much beautiful mathematics has arisen from attempts to explain heat flow, chemical reactions, biological processes, or magnetic fields. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. Integrating vectorfields over surfaces applies equally to blood flow, gravity, and differential geometry. Format: lecture/discussion. Evaluation will be based on problem sets, hour tests, and a final exam. Prerequisites: Mathematics 105. *No enrollment limit (expected: 31). Students may not normally get credit for both Mathematics 209 and Mathematics/ Physics 210.*

Hour: 11:00-11:50 MWF

GARRITY

**MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)**

(See under Physics for full description.)

WOOTTERS

**MATH 211(FS) Linear Algebra (Q)**

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: 35-70).*

Hour: 8:00-8:50 MWF 10:00-10:50 MWF  
9:00-9:50 MWF

First Semester: PACELLI  
Second Semester: PACELLI

**MATH 211T(S) Mathematical Reasoning and Linear Algebra (Q)**

This tutorial aims to develop students' problem-solving and proof-writing techniques in mathematics through the use of linear algebra. It is also an introduction to linear algebra, with an emphasis on its conceptual development and the beauty of its mathematical structure. There will be weekly assignments requiring clearly written proofs of theorems and facts in linear algebra, and expecting the level of independent study of a tutorial. The topics to be covered are matrices, vector spaces, linear independence, linear transformations, orthonormal bases, inner product spaces, and some applications such as fractals and linear regression.

Note: This course fulfills the same requirements as Mathematics 211 but credit will not be given for both Mathematics 211T and Mathematics 211.

Format: tutorial. Evaluation will be based on presentations, problem assignments and exams.

Prerequisites: Mathematics 105 or 251 or equivalent; permission of instructor is required for all students. *Enrollment limit: 10 (expected: 10).*

Hour: 12:00-12:50 MWF

SILVA

**MATH 251(FS) Discrete Mathematics (Q)**

As a complement to calculus, which is the study of continuous processes, this course focuses on the discrete, including finite sets and structures, their properties and applications. Topics will include basic set theory, graph theory, logic, counting, recursion, and functions. The course serves as an introduction not only to these and other topics but also to the methods and styles of mathematical proof.

Format: lecture. Evaluation will be based primarily on performance on homework and exams.

Prerequisites: Mathematics 104 or Mathematics 103 with Computer Science 134 or one year of high school calculus with permission of instructor. *No enrollment limit (expected: 20-35).*

Hour: 9:00-9:50 MWF

DEVADOSS

**MATH 251T(F) Introduction to Mathematical Proof and Argumentation (Q)**

The fundamental focus of this tutorial is for students to acquire the ability to create and clearly express mathematical arguments through an exploration of topics from discrete mathematics. Students will learn various mathematical proof techniques while discovering such areas as logic, number theory, infinity, geometry, graph theory, and probability. Our goal is not only to gain an understanding and

## Mathematics and Statistics

appreciation of interesting and important areas of mathematics but also to develop and critically analyze original mathematical ideas and argumentation. Note: this course fulfills the same requirements as does Math 251 but credit will not be given for both Math 251T and Math 251.

Format: tutorial. Evaluation will be based primarily on performance on written work, oral presentations, and examinations.

Prerequisites: Mathematics 104 or Mathematics 103 with Computer Science 134 or one year of high school calculus with permission of instructor. *Enrollment limit: 10 (expected: 10).*

Hour: 8:00-8:50 MWF

BURGER

### **MATH 285(S) Teaching Mathematics (Q)**

Under faculty supervision, student-teachers will prepare and conduct scheduled weekly extra sessions for calculus, for smaller, assigned groups of students. For these sessions they will prepare presentations, assign and grade homework, and answer questions on the course material and on the homework. They will be available to their students outside of class, attend and assist at calculus lectures (3 hours a week), and visit and evaluate each other's sessions. There is a busy weekly meeting, for an hour or two, including organizational matters, deeper study of the calculus, and practical teaching skills. There will be assigned readings, discussion, drills, and weekly homework or papers. The student-teachers will participate in the design and review of exams, weighing the importance and difficulty of questions, and observing the kinds of mistakes the students make.

Format: lecture/seminar/teaching. Evaluation will be based on the overall teaching activity, responsibility, participation in the seminar and other meetings, homework and papers.

Prerequisites: permission of instructor early in the previous Fall. *Enrollment limit: 5 (expected: 4).*

Hour: 12:00-12:50 MWF

Conference: 1:10-2:25 T

MORGAN

### **MATH 301(F) Real Analysis (Q)**

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Format: lecture/discussion. Evaluation will be based on homework, classwork, problem sets, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

MORGAN

### **MATH 302 Complex Analysis (Not offered 2003-2004; to be offered 2004-2005) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math302.html](http://www.williams.edu/Registrar/catalog/depts/math/math302.html))

### **MATH 305(S) Applied Real Analysis (Q)**

In this course, we will take a more rigorous look at the limit, the integral, and how they interact. This will give us the background to explore Fourier series and possibly Fourier integrals. Fourier series are fundamental in the study of many differential equations, such as the wave equation and the heat equation.

Format: lecture. Evaluation will be based on performance on homework and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

GARRITY

### **MATH 306 Chaos and Fractals (Q) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math306.html](http://www.williams.edu/Registrar/catalog/depts/math/math306.html))

### **MATH 312(S) Abstract Algebra (Q)**

Algebra gives us the tools to solve equations. Sets such as the integers or real numbers have special properties which make algebra work or not work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study the abstract algebraic structures called groups, rings and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211 and one or more of the following: Mathematics 209, 251 or Statistics 201, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 9:00-9:50 MWF

SILVA

### **MATH 313(F) Introduction to Number Theory (Q)**

This course provides an introduction to the theory of numbers. Here we will examine classical issues involving prime numbers, divisibility, and the general structure of numbers. Various applications and consequences will be discussed. In addition, we shall examine the real and complex numbers and also numbers which are neither real nor complex. These new numbers are called p-adic numbers and are very interesting and important. Although many of these issues go back to the dawn of humanity, here



we will take a very modern approach and use new techniques to investigate the issues at hand.  
 Evaluation will be based primarily on performance on assignments, projects, and exams.  
 Prerequisites: Mathematics 211 or 251, or permission of instructor.  
 Hour: 11:00-11:50 MWF

BURGER

**MATH 314(S) Polynomial Arithmetic (Q)**

Polynomials play an important role in mathematics, particularly in number theory. The desire to find solutions to polynomials over the integers led to the study of numbers such as the square root of 2 and the cube root of 5. Polynomials themselves behave like integers in many ways. Although number theory is typically thought of as the study of the integers, most number-theoretic questions about the integers can be reformulated in terms of polynomials. In fact, sometimes the answers are much easier to discover for the polynomials. In this course, we'll examine the arithmetic properties of polynomials over a finite field including the analogy with the integers.

Format: lecture. Evaluation will be based primarily on problem sets, projects, and exams.

Prerequisites: Mathematics 211 or 251 or permission of instructor. *Expected enrollment: 10.*

Hour: 11:00-11:50 MWF

PACELLI

**MATH 315(F) Groups and Characters (Q)**

An introduction to group theory with emphasis on topics having applications in the physical sciences; greater attention is paid to examples and to the application of theorems than to the more difficult proofs. Topics include symmetry groups, group structure (especially properties related to order), representations and characters over the real and complex fields, space groups (chemistry), matrix groups (physics).

Format: lecture. Evaluation will be based primarily on performance on problem assignments and a final exam.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

V. HILL

**MATH 316 Protecting Information: Applications of Abstract Algebra and Quantum Physics**

(Same as Physics 316) (*Not offered 2003-2004; to be offered 2004-2005*) (Q)

(See online: [www.williams.edu/Registrar/catalog/depts/math/math316.html](http://www.williams.edu/Registrar/catalog/depts/math/math316.html)) LOEPP and WOOTTERS

**MATH 321 Knot Theory (*Not offered 2003-2004; to be offered 2004-2005*) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math321.html](http://www.williams.edu/Registrar/catalog/depts/math/math321.html))

ADAMS

**MATH 322 Differential Geometry (Q) (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math322.html](http://www.williams.edu/Registrar/catalog/depts/math/math322.html))

MORGAN

**MATH 323(F) Applied Topology (Q)**

In topology, one studies properties of an object that are preserved under rubber-like deformations, where one is allowed to twist and pull, but one cannot tear or glue. Hence a sphere is considered the same as a cube, but distinct from the surface of a doughnut. In recent years, topology has found applications in chemistry (knotted DNA molecules), economics (stability theory), Geographic Information Systems, cosmology (the shape of the Universe), medicine (heart failure), robotics and electric circuit design, just to name some of the fields that have been impacted. In this course, we will learn the basics of topology, including point-set topology, geometric topology and algebraic topology, but all with the purpose of applying the theory to a broad array of fields.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211 or permission of instructor. *No enrollment limit (expected: 25). Not open to students who have taken Mathematics 324.*

Hour: 9:00-9:50 MWF

ADAMS

**MATH 324 Topology (Q) (*Not offered 2003-2004; to be offered 2004-2005*)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math324.html](http://www.williams.edu/Registrar/catalog/depts/math/math324.html))

**MATH 327(S) Geodetic Surfaces (Q)**

Geodetic surfaces are studied in geodetic science, the science of Earth measurements. They are determined directly or indirectly by measurements and models of the Earth's gravity, distribution of mass, magnetic properties, topography and other phenomena that cover large areas or even encompass the whole planet. Data for analyzing the surface is obtained using diverse instruments, from Global Positioning Systems (GPS), to radar measurements taken from the space shuttle, all the way down to surveying done on the ground. These point-set measurements are then used by computer algorithms and mesh-building graphics software to reconstruct the surfaces. This is a beautiful subject with a tremendous amount of active research, relating powerful ideas from mathematics, elegant tools from computer science, and concrete data from geodetic science. This course is designed to introduce fundamental ideas of this subject, such as curvature, polyhedral geometry, Voronoi diagrams, Delaunay triangulations, and combinatorial topology, possibly touching on advanced topics such as noise handling, Morse theory, and smoothing. We will work with theoretical tools as well as actual data sets using the Cocone software. This course is intended for students interested in mathematics, physics, engineering, and computer science.

## Mathematics and Statistics

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211, or Computer Science 256. *No enrollment limit (expected: 15).*

Hour: 10:00-10:50 MWF

DEVADOSS

### **MATH 335T(F) Biological Modeling with Differential Equations (Same as Biology 235T) (Q)**

Many biological phenomena can best be examined through fairly sophisticated mathematical models. In particular, differential equation models have been used to explain fluctuations in food webs, the spread of disease, consequences of certain fishing practices, immune system response to infection, spatial distribution of species, formation of zebra stripes, and flux across cell membranes. We will introduce the mathematical machinery needed for these models, including the theory of ordinary differential equations, phase portrait dynamics, and partial differential equations. We will establish the biological assumptions that go into these models and examine the consequent dynamics. Students will work in pairs covering material and explaining it to one another, presenting worked problems, and critiquing each others presentations.

Format: tutorial.

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof. *Enrollment limit: 10 (expected: 10).*

Hour: 8:00-8:50 MWF

S. JOHNSON

### **MATH 341(S) Probability (Q)**

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

Format: lecture. Evaluation will be based primarily on class participation, performance on homework sets and exams.

Prerequisites: Mathematics 211 or 251 or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 9:00-9:50 MWF

O. BEAVER

### **MATH 360 Mathematical Logic (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math360.html](http://www.williams.edu/Registrar/catalog/depts/math/math360.html))

V. HILL

### **MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)**

(See under Computer Science for full description.)

### **MATH 375 Game Theory (Not offered 2003-2004; to be offered 2004-2005) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math375.html](http://www.williams.edu/Registrar/catalog/depts/math/math375.html))

S. JOHNSON

### **MATH 381(S) History of Mathematics (Q)**

A survey of the development of mathematical thought from ancient times to the present, with some consideration of its place in political, social, and intellectual history. Assigned problem studies will explore historical methods of solution, famous mathematical questions, the work of individual mathematicians, and the rise of various branches of mathematics.

Format: lecture. Evaluation will be based primarily on performance on problem assignments and a final exam.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

V. HILL

### **MATH 397(F), 398(S), 497(F), 498(S) Independent Study**

Directed independent study in Mathematics.

Prerequisites: permission of the department.

Members of the Department

### **MATH 402 Measure Theory and Probability (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math402.html](http://www.williams.edu/Registrar/catalog/depts/math/math402.html))

O. BEAVER

### **MATH 404 Ergodic Theory (Q) (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math404.html](http://www.williams.edu/Registrar/catalog/depts/math/math404.html))

SILVA

### **MATH 408 Wavelets and Fourier Series (Q) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math408.html](http://www.williams.edu/Registrar/catalog/depts/math/math408.html))

WITTEWER

### **MATH 413 An Introduction to $p$ -Adic Analysis (Q) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math413.html](http://www.williams.edu/Registrar/catalog/depts/math/math413.html))

BURGER

### **MATH 414 Abstract Algebra II (Q) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math414.html](http://www.williams.edu/Registrar/catalog/depts/math/math414.html))

GARRITY

**MATH 415 Geometric Group Theory (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math415.html](http://www.williams.edu/Registrar/catalog/depts/math/math415.html))

DEVADOSS

**MATH 416T Diophantine Analysis (Q) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math416.html](http://www.williams.edu/Registrar/catalog/depts/math/math416.html))

BURGER

**MATH 417 Algebraic Error-Correcting Codes (Q) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math417.html](http://www.williams.edu/Registrar/catalog/depts/math/math417.html))

LOEPP

**MATH 418(F) Matrix Groups (Q)**

Matrix groups are the most concrete examples of Lie groups. They are fundamental to many diverse fields of Mathematics and Physics. Matrix groups are simultaneously geometric and algebraic objects. Students in this course will therefore have their geometric and algebraic intuition sharpened and challenged as we study topics including: orthogonal groups, matrix exponentiation, topology, maximal tori, Weil groups, and the question of which matrix groups are isomorphic to each other.

Format: seminar. Evaluation will be based on homework, classwork, problem sets and exams.

Prerequisites: Mathematics 312 or 315, and any one of 301, 305, 321, 323, 324, 326, or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 10:00-10:50 MWF

TAPP

**MATH 421 Algebraic Geometry (Q) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/math/math421.html](http://www.williams.edu/Registrar/catalog/depts/math/math421.html))

GARRITY

**MATH 425(F) Geometry (Q)**

Differential geometry studies smooth surfaces in all dimensions, from curves to the universe. Riemannian geometry shows that curvature is the key to understanding shape, from the curvature of a curve in calculus to the curvature of space in general relativity. Sharp corners and black holes are singularities that require extensions of the theory. We'll look at some open questions.

Format: lecture/discussion. Evaluation will be based on homework, classwork, problem sets, projects, and exams.

Prerequisites: Mathematics 301 or 305. *No enrollment limit (expected: 12).*

Hour: 11:00-11:50 MWF

MORGAN

**MATH 426(S) Hyperbolic 3-Manifolds (Q)**

3-manifolds are objects that locally look 3-dimensional, the spatial universe being an excellent example. For the last 100 years, mathematicians have tried to determine all the possible 3-manifolds and means for distinguishing between them. In 1978, William Thurston stated the Geometrization Conjecture, which essentially says that any 3-manifold can be cut into pieces, each of which has one of eight geometries. The pieces with seven of the geometries have been completely determined. But the pieces that have hyperbolic geometry, the so-called hyperbolic 3-manifolds, remain unclassified. This is because here is where all the action is, where the richest structure lies. Here is where geometry collides with topology. In this course, we will investigate hyperbolic 3-manifolds, from their beginnings in 1978 to the current research going on today.

Format: lecture. Evaluation will be based on problem sets, oral presentation and exams.

Prerequisites: Math 301 or Math 323 or Math 324 or, with permission of instructor, any of Math 305, 312, 315 or 321. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

ADAMS

**MATH 433(S) Mathematical Modeling and Control Theory (Q)**

Mathematical modeling is concerned with translating a natural phenomenon into a mathematical form. In this abstract form the underlying principles of the phenomenon can be carefully examined and real-world behavior can be interpreted in terms of mathematical shapes. The models we investigate include feedback phenomena, phase locked oscillators, multiple population dynamics, reaction-diffusion equations, shock waves, morphogenesis, and the spread of pollution, forest fires, and diseases. Often the natural phenomenon has some aspect we can control—such as how much pollution, electric charge, or chemotherapeutic agent we put into a river, circuit, or cancer patient. We will investigate how to operate such controls in order to achieve a specific goal or optimize some interpretation of performance. We will employ tools from the fields of differential equations and dynamical systems. The course is intended for students in the mathematical, physical, and chemical sciences, as well as for students who are seriously interested in the mathematical aspects of physiology, economics, geology, biology, and environmental studies.

Format: lecture. Evaluation will be based primarily on performance of problem sets and exams.

Prerequisites: Mathematics 209 or Physics 210 and Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 9:00-9:50 MWF

S. JOHNSON

## Mathematics and Statistics

### **MATH 442 Computational Statistics and Data Mining** (*Not offered 2003-2004; to be offered 2004-2005*) (Q)

(See Statistics 442)

### **MATH 452 Combinatorics** (Q) (*Not offered 2003-2004*)

(See online: [www.williams.edu/Registrar/catalog/depts/math/math452.html](http://www.williams.edu/Registrar/catalog/depts/math/math452.html))

### **MATH 454 Graph Theory with Applications** (*Not offered 2003-2004*) (Q)

(See online: [www.williams.edu/Registrar/catalog/depts/math/math454.html](http://www.williams.edu/Registrar/catalog/depts/math/math454.html))

### **MATH W030 Senior Project**

Taken by candidates for honors in Mathematics other than by thesis route.

### **MATH 493(F)-W031-494(S) Senior Honors Thesis**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

### **MATH 499(F,S) Senior Colloquium**

Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

Hour: TBA

Members of the Department

## STATISTICS COURSES

### **STAT 101(F,S) Elementary Statistics and Data Analysis** (Q)

It is nearly impossible to live in the world today without being inundated with data. Even the most popular newspapers feature statistics to catch the eye of the passerby, and sports broadcasters overwhelm the listener with arcane statistics. How do we learn to recognize dishonest or even unintentionally distorted representations of quantitative information? How are we to reconcile two medical studies with seemingly contradictory conclusions? How many observations do we need in order to make a decision? It is the purpose of this course to develop an appreciation for and an understanding of the interpretation of data. We will become familiar with the standard tools of statistical inference including the t-test, the analysis of variance, and regression, as well as exploratory data techniques. Applications will come from the real world that we all live in.

Format: lecture. Evaluation will be based primarily on performances on quizzes and exams.

Prerequisites: Mathematics 100 (or demonstrated proficiency on a diagnostic test; see Mathematics 100). Students who have had calculus, and potential Mathematics majors should consider taking Statistics 201 instead. *Enrollment limit: 50 (expected: 40). Not open for major credit to junior or senior Mathematics majors.*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF

First Semester: R. DE VEAUX, RACZ

9:00-9:50 MWF, 11:00-11:50 MWF

Second Semester: RACZ

### **STAT 201(F,S) Statistics and Data Analysis** (Q)

Statistics can be viewed as the art (science?) of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as the t-test, analysis of variance and linear regression as well as exploratory and graphical data analysis techniques.

Format: lecture. Evaluation will be based primarily on performance on quizzes and exams.

Prerequisites: Mathematics 105 or equivalent. Students without any calculus background should consider Statistics 101 instead. *Enrollment limit: 45 (expected: 45).*

Hour: 9:00-9:50 MWF

First Semester: RACZ

10:00-10:50 MWF

Second Semester: RACZ

### **STAT 231(F) Statistical Design of Experiments** (Q)

What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design an experiment in order to obtain the most information from it in the fewest number of observations. The efficient design of experiments is important not only in the sciences: it has been credited for helping Japanese industry achieve its success. The examples from this course will be primarily from the physical sciences and industry, but will apply to the biological and to some extent the social sciences as well. 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.

Evaluation will be based primarily on performance on the project, homework, and exams.

Prerequisites: some knowledge of statistics or permission of instructor.

Hour: 11:00-11:50 MWF

R. DE VEAUX

**STAT 331 Statistical Design of Experiments (Q) (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/stat/stat331.html](http://www.williams.edu/Registrar/catalog/depts/stat/stat331.html))

R. DE VEAUX

**STAT 346(S) Regression and Forecasting (Q)**

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. The main focus will be on multiple regression as a technique for doing this. Through no fault of its own, regression analysis has perhaps the most used of all data analysis methods. We will study both the mathematics of regression analysis and its applications, including a discussion of the limits to such analyses. The applications will range from predicting the quality of a vintage of Bordeaux wine from the weather to forecasting stock prices, and will come from a broad range of disciplines.

Format: lecture. Evaluation will be based primarily on performance on the project, homework, and exams.

Prerequisites: Statistics 101 or 201, and Mathematics 105 and 211; or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 11:00-11:50 MWF

R. 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 using Silicon Graphics workstations.

Evaluation will be based primarily on homeworks and projects.

Prerequisites: Statistics 346 or permission of instructor.

Hour: 10:00-10:50 MWF

R. DE VEAUX

## MUSIC (Div. I)

*Chair, Professor DAVID KECHLEY*

Professors: BLOXAM, E.D. BROWN, D. KECHLEY, D. MOORE\*\*\*. Associate Professor: A. SHEPPARD\*. Assistant Professors: E. GOLLIN, HIRSCH, PEREZ VELAZQUEZ\*. Visiting Assistant Professors: HAMBERLIN, MIKSCH. Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music: JAFFE. Artist in Residence in Choral and Vocal Activities/Lecturer in Music: B. WELLS. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: FELDMAN. Artists in Residence: STEVENSON (piano), KURKOWICZ (violin). Ensemble Directors: BODNER (Symphonic Winds, classical saxophone), M. JENKINS (Marching Band), J. KECHLEY (Flute Choir, flute), MARTULA (Clarinet Choir, clarinet), STACEY (Percussion Ensemble, percussion), SUNDBERG (Brass Ensemble, trumpet), S. WALT (Woodwind Chamber Music, bassoon). Adjunct Teachers: AGYAPON (percussion), L. BAKER (double bass), HEBERT (flute), C. JENKINS (oboe), K. KIBLER (voice), LAWRENCE (piano, organ, harpsichord, Musicianship Skills Lab), MENEGON (jazz bass), MORSE (harp), NAZARENKO (jazz piano), PARKE (cello), PHELPS (guitar), ROIGER (jazz vocal), RYER-PARKE (voice), ST. AMOUR (violin, viola), M. WALT (voice), WILLIAMSON (jazz saxophone), WRIGHT (piano).

### MAJOR

#### *Sequence Courses*

Music 104 Music Theory and Musicianship I

Music 201, 202 Music Theory and Musicianship II

Music 207, 208, 209 Music in History I, Music in History II, and Music in History III

Music 402 Senior Seminar in Music

#### *Elective Courses*

An additional year or two semester courses in music, to be selected from the following:

*Group A:* any Music 106-Music 141 course, including direct supervision by instructor in supplementary readings, assignments, papers, and other projects appropriate for the Music major.

*Group B:* Music 203T, 204T, 211, 212, 213, 301, 305, 306, 308, 325, 326, 407, 408, 427, 428.

*Department strongly recommends that students elect at least one course from each group.*

It is strongly recommended that prospective majors complete Music 104, 201, 202, and 207 by the end of the sophomore year.

#### *Performance and Concert Requirements*

Music majors are encouraged to participate in departmental ensembles throughout their careers at Williams; i.e., for eight semesters. Majors are required to participate in departmental ensembles for at

## Music

least four semesters. The student must petition to meet this requirement in an alternative way. Music majors are also expected to attend departmentally-sponsored concerts.

### *Foreign Languages*

Music majors are strongly urged to take courses in at least one foreign language while at Williams.

### *Musicianship Skills*

Music majors are strongly urged to maintain, refine and improve their musicianship skills, such as sight-singing, score reading, melodic and harmonic dictation, and keyboard proficiency, throughout their entire Williams career.

## THE DEGREE WITH HONORS IN MUSIC

Three routes toward honors and highest honors are possible in the Music major:

- Composition:* A Composition thesis must include one major work completed during the senior year, a portfolio of smaller works completed during the junior and senior years, and a 10- to 15-page discussion of the student's work.
- Performance:* A Performance thesis must include an honors recital given during the spring of the senior year and a 15- to 20-page discussion of a selection of the works performed. The student's general performance career will also be considered in determining honors.
- History, Theory and Analysis, or Ethnomusicology:* A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length and an oral presentation based on the thesis is required. A written thesis should offer new insights based on original research.

To be admitted to the honors program, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and have demonstrated ability and experience through coursework and performance in the proposed thesis area. A 1- to 2-page application to the honors program, written in consultation with a faculty member, must be made to the chair of Music before or during spring registration in the junior year.

Honors candidates must enroll in Music 493(F)-W031-494(S) during their senior year. A student who is highly qualified for honors work, but who, for compelling reasons, is unable to pursue a year-long project, may petition the department for permission to pursue a thesis over one semester and the winter study term. If granted, the standards for evaluating the thesis in such exceptional cases would be identical to those that apply to year-long honors projects. Final submission of the thesis must be made to the Music Department by April 15 of the senior year. The department's decision to award honors will be based on the quality of the thesis.

## LESSONS

Courses involving individual vocal or instrumental instruction involve extra fees which are subsidized by the department. (See Music 251-258 and Studies in the Musical Art 325, 326, 427, 428). For further information contact the Department of Music.

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Students considering a major in music should enroll in Music 103 or 104.

## 100-LEVEL COURSES

### **MUS 101(F) Listening to Music: An Introduction**

*Intended for non-major students with little or no formal training.*

When you listen to music—on the radio, on a CD, at a concert—how much do you really hear? This course has two goals: to refine listening skills, thus increasing the student's understanding and enjoyment of music, while at the same time providing a survey of the major composers and musical styles of the Western classical repertory to be encountered in concert halls today. Students will be introduced to music from the Baroque, Classical, Romantic, and Modern periods, including works by composers such as Bach, Mozart, Beethoven, Brahms, Mahler, and Stravinsky. Genres to be covered include the symphony, chamber music, opera, song, and choral music. Attendance at selected concerts on campus required.

Evaluation will be based on two tests, two concert reports, and a final exam.

No prerequisites. *Enrollment limit: 40.*

Hour: 10:00-10:50 MWF

HIRSCH

### **MUS 103(F) Basic Music Theory and Musicianship**

(See under "Theory and Musicianship")

### **MUS 104(S) Music Theory and Musicianship I**

(See under "Theory and Musicianship")

NOTE: *Prerequisites for Music 106 through 141*

For each course, varying degrees of musical experience are necessary. Students may consult with the instructor or simply attend the first class meeting. (Successful completion of Music 101 automatically qualifies the student for Music 106 through 141.)

**MUS 106 Opera (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus106.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus106.html))

A. SHEPPARD

**MUS 107 Verdi and Wagner (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus107.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus107.html))

Staff

**MUS 108(F) The Symphony**

A combined musical and cultural historical study of the symphony as observed in the late-eighteenth through the twentieth century. Particular attention to Haydn, Mozart, Beethoven, Brahms, Tchaikovsky, Mahler, and Shostakovich. Emphasis on listening.

Format: lecture. Requirements: two quizzes, based on listening and readings, one short paper, and a final exam.

No prerequisites.

Hour: 2:35-3:50 MR

D. MOORE

**MUS 109 Music for Orchestra (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus109.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus109.html))

D. MOORE

**MUS 110(F) Chamber Music**

An introductory survey of chamber music from the early-eighteenth through the twentieth centuries. Defined for this course as ensemble music for from three to eight players, we will consider string quartets, works for strings and piano, and examples of wind and brass chamber music by Bach, Haydn, Mozart, Beethoven, Bartok, Mendelssohn, Beach, Hailstork and many others. Several live performances will be presented in class by faculty and visiting chamber musicians.

Format: lecture, twice per week. Evaluation will be based on several listening quizzes or short exams, a paper based on research or listening, and a final exam.

*No enrollment limit (expected: 25).*

Hour: 9:55-11:10 TR

D. MOORE

**MUS 111(F) 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."

Format: lecture/discussion. Evaluation will be based on two tests, two papers, and a final exam.

No prerequisites or musical background assumed. *Enrollment limit: 80.*

Hour: 9:55-11:10 TR

HAMBERLIN

**MUS 114 American Music (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus114.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus114.html))

HIRSCH

**MUS 115 Introduction to Twentieth-Century Music (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus115.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus115.html))

A. SHEPPARD

**MUS 116 Music in Modernism (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus116.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus116.html))

A. SHEPPARD

**MUS 117 Mozart (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus117.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus117.html))

HIRSCH

**MUS 118 Bach (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus118.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus118.html))

BLOXAM

**MUS 119 Concerto (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus119.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus119.html))

D. MOORE

**MUS 120 Beethoven (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus120.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus120.html))

**MUS 122 African-American Music (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus122.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus122.html))

E. D. BROWN

## Music

### **MUS 123(F) Music Technology I**

Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

Format: lecture. Evaluation will be based on weekly assignments, a midterm exam, and a final project. Some background in acoustics/physics is desirable. Students will be required to attend one skills lab per week.

Prerequisites: knowledge of and proficiency with musical notation is required. *Enrollment limit: 12 (due to the limitations of the electronic music studio facility). Preference given to Music majors or potential Music majors, first-year students and sophomores, and students with experience in related fields.*

Hour: 10:00-10:50 MWF

MIKSCH

### **MUS 125 Music Cultures of the World (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus125.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus125.html))

E. D. BROWN

### **MUS 126 Musics of Asia (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus126.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus126.html))

A. SHEPPARD

### **MUS 130(F) History of Jazz\***

This course surveys the history of jazz from its origins to the present. Emphasis is on the relationship between music and the social experience of African Americans, the aesthetics of jazz, and the on-going relationship between jazz and the music of Africa and the African diaspora.

No prior musical experience required, but students without musical backgrounds *must* learn a vocabulary of terms for describing musical sound. There will be an emphasis on listening.

Hour: 1:10-2:25 TF

E. D. BROWN

### **MUS 131(S) Gender, Class, and Race in Western Musical Society**

This course examines some of the myriad ways in which gender, class, and race have impacted both classical and popular music in the West. We will read a range of current scholarship demonstrating contrasting philosophical, analytical, and critical approaches to studying the social history of music, and explore selected topics focusing on certain composers, performers, and/or repertoires germane to the subject. Topics may include, among other things, a comparison of the life and works of Clara and Robert Schumann, the life and music of the Blues queens in the early twentieth century, Bizet's opera *Carmen*, Schubert and Tchaikovsky as gay composers, and Madonna.

Format: lecture/discussion, twice per week. Evaluation will be based on class participation, several short papers, and a final project.

Hour: 9:55-11:10 TR

BLOXAM

### **MUS 132 Women and Music (Same as Women's and Gender Studies 132) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus132.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus132.html))

HIRSCH

### **MUS 134 Music and Ritual (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus134.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus134.html))

BLOXAM

### **MUS 135(F) Isn't it Good, Norwegian Wood?: Storytelling in Music**

The Beatles' song "Norwegian Wood" tells the story of a mysterious encounter between a man and a woman that either does or does not culminate in sex and/or arson. How do the music and lyrics interact to communicate the dramatic events, emotions, and characters of the song? More generally, how have stories been told in music through the centuries, and why do some narratives retain a grip on our imagination? Even without text, music can relate compelling narratives, such as the heroic struggle for transcendence suggested by Beethoven's Fifth Symphony. What purely musical means do composers employ to tell stories?

This course explores a broad range of archetypal narratives communicated in music: tales of unrequited love and star-crossed lovers; heroic transcendence and Faustian bargains; conflict, murder and revenge; and exotic and comic tales. Genres covered include chant, madrigals, opera, song cycles, concertos, symphonies, tone poems, musicals, film, and ballet, as well as popular ballads from country and western, the blues, and rock 'n roll.

Format: lecture/discussion. Evaluation will be based on attendance and participation, several short quizzes and papers, and a final exam.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given by class year (will seek a balance of under- and upperclassmen) and interest in music.*

Hour: 1:10-2:25 MR

BLOXAM and HIRSCH

### **MUS 136(S) Bach and Handel: Their Music in High Baroque Culture**

An exploration of the lives and music of the two leading composers of the High Baroque: Johann Sebastian Bach and George Friedrich Handel. Their contrasting life experiences and musical preoccupations



## Music

cupations will be set within the social and cultural framework of the period: Bach as a provincial composer, servant to minor German aristocrats and the Lutheran church, virtuoso organist and pedagogue; Handel as a cosmopolitan celebrity and entrepreneur, creator of operatic and instrumental entertainments for English royalty.

Evaluation will be based on several quizzes, short papers, and a final exam.

No prerequisites.

Hour: 1:10-2:25 TF

BLOXAM

### **MUS 140 Introduction to the Music of Duke Ellington (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus140.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus140.html))

JAFFE

### **MUS 141(S) Introduction to the Music of John Coltrane**

This course will survey the career and musical style of saxophonist and composer John Coltrane (1926-1967), one of the most influential musicians of the twentieth century. Students will explore the development of Coltrane's style through the study of representative recordings. Emphasis will be placed on the relationships between Coltrane's musical style and those of his contemporaries within the jazz tradition. We will also examine Coltrane's exploration of various non-Western influences and their incorporation into his music, as well as Coltrane's own influence on other musicians practicing in a range of non-jazz styles. Readings will include biography and related criticism.

Requirements: a paper on an approved topic of the student's choice, participation in an in-class group presentation of a recorded example of his/her choice, midterm and final exams.

*Enrollment limit: 25.*

Hour: 11:20-12:35 TR

JAFFE

## **THEORY AND MUSICIANSHIP**

### **MUS 103(F) Basic Music Theory and Musicianship**

*This course is designed for students with a strong instrumental or vocal background. Although there is no prerequisites, students are expected to be proficient in reading at least one clef. Students should take a placement exam during First Days.*

Prepares the student for the study of common-practice harmony with a review of the fundamentals of music theory and an introduction of triadic harmony through figured bass realization at the keyboard, composition of harmonic progressions, harmonization of melodies, and extensive eartraining exercises.

The first half of the course reviews the basic principles of pitch and rhythmic notation, key signatures, modes, scales and intervals and triads, as well as the fundamentals of triadic harmony. The remainder of the course emphasizes triadic progression through written assignments and figured bass realization at the keyboard including inversions and some altered chords.

Sightsinging, sightreading, eartraining, and harmonic structural analysis are pursued concurrently with keyboard and written theory. Students are required to attend musicianship labs and to develop, outside of class, their vocal, aural, and keyboard competence through regular practice. Music software may be used for some written assignments as well as eartraining drill. The software will be available both on the network and in the Bernhard Music Technology Lab.

Format: lecture, three days per week/eartraining skills lab, twice per week. Evaluation will be based on assignments, quizzes, and a final exam. All will have both written and aural components. Students with previous theory training or Advanced Placement credit may be permitted to go directly into 104; see department.

*Enrollment limit: 15 per section.*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF Lab: 9:55-11:10 TR, 12:00-12:50 MW, 1:10-2:25 TF, 2:35-3:50 MR  
E. GOLLIN, D. KECHLEY (lectures); LAWRENCE, MIKSCHE (labs)

### **MUS 104(S) Music Theory and Musicianship I**

*This course is designed for potential majors and students with a strong instrumental or vocal background. Students are expected to have competence in reading all clefs and must have a working knowledge of triadic harmony and figured bass realization. Students should take a placement exam during First Days.*

A study of common-practice harmony with emphasis on both keyboard and chorale style. The course reviews triadic progression in keyboard style, introduces principles of chorale style and part writing, non-chord tones, dominant seventh and other seventh chords, borrowed chords, and modulation all through written assignments, figured bass realization at the keyboard, eartraining exercises, and analysis of musical examples of the period. Sightsinging, sightreading, eartraining, and dictation are pursued concurrently with keyboard and written theory. Students are required to attend musicianship labs and to develop, outside of class, their vocal, aural, and keyboard competence through regular practice. Music software will be used for some written assignments as well as eartraining drill. The software will be available both on the network and in the Bernhard Music Technology Lab.

Format: lecture, three days per week/eartraining skills lab, twice per week. Evaluation will be based on assignments, quizzes, and a final exam. All will have both written and aural components. Students

## Music

with Advanced Placement credit or the equivalent may be permitted to go directly to 201; see department.

Prerequisites: Music 103 *or* permission of instructor. *Enrollment limit: 15 per section.*

*Course cannot be taken on a pass/fail basis*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF      Lab: 9:55-11:10 TR, 12:00-12:50 MW, 2:35-3:50 MR  
E. GOLLIN (lectures); LAWRENCE, MIKSCH (labs)

### MUS 201(F), 202(S) Music Theory and Musicianship II

Music 201-202 presents the harmonic practices of the nineteenth and twentieth centuries (c. 1825-1950) through analysis, performance, dictation, and composition of characteristic examples of “romantic” and “modern” harmony.

In Music 201 the development of chromatic harmony is presented from Beethoven through Debussy and Mahler by means of analysis, composition, sightsinging, keyboard application and dictation. In Music 202 the principles of twentieth-century harmony, from Schoenberg to Varese and the “avant-garde,” are presented by means of analysis, composition, sightsinging, performance application and dictation.

To supplement the development of musical skills appropriate to the period, students are expected to attend weekly skills labs in eartraining, sightsinging, and keyboard application, as well as to develop, outside of class, their vocal, aural, and keyboard competence through regular practice of the materials supplied.

Format: lecture, three days per week/skills lab, twice per week. Evaluation will be based on class participation, written projects of various lengths, and a final exam.

Prerequisites: Music 104 *or* permission of instructor.

Hour: 12:00-12:50 MWF      Lab: 1:10-2:25 TF      First Semester: E. GOLLIN  
12:00-12:50 MWF      Lab: 11:00-11:50 MW      Second Semester: MIKSCH

## COMPOSITION

### MUS 203T(F), 204T(S) Composition I and II

Beginning courses in musical composition taught in tutorial format. Required assignments range from 5 to 6 and each student is required to complete a semester composition project. 1-2 group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings will deal with the conception and execution of the semester project. Performances of work in class will be arranged by the instructor. Performance of the semester project on the semester-end concert is required and such arrangements are the responsibility of the student.

Prerequisites: Music 202 *and* permission of instructor. *Enrollment limit: 6.*

Hour: 1:10-2:25 TR      First Semester: MIKSCH  
2:35-3:50 MR      Second Semester: D. KECHLEY

### MUS 305, 306, 407, 408 Composition III, IV, V, and VI

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: Music 203T, 204T *and* permission of instructor.

*Enrollment limit: 2 students per instructor for all four courses.*

Hour: TBA      D. KECHLEY, MIKSCH

## 200-LEVEL COURSES

### MUS 207(F) Music in History I: Antiquity—1750

This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

Format: three meetings per week; field trip(s) may be required. Evaluation will be based on quizzes, several papers, and a final project.

*Open to qualified non-majors with the permission of instructor. Required of Music majors.*

Hour: 11:00-11:50 MWF      BLOXAM

**MUS 208(S) Music in History II: 1750-1900**

A survey exploring the development of music in Western society from the Classical through the Romantic and the turn into the twentieth century. Emphasis will be on the contextual study of works by such composers as Haydn, Mozart, Beethoven, Schumann, Berlioz, Wagner, and Richard Strauss. Changing musical styles will be examined within the framework of the philosophy and aesthetics of the period, with special attention paid to the use and purpose of music and the role of the musician in his or her society.

Format: lecture/discussion, three days per week. Evaluation will be based on class participation, written assignments, a midterm, and a final exam.

*Enrollment limit: 15. Open to qualified non-majors with permission of instructor. Required of Music majors.*

Hour: 10:00-10:50 MWF

HIRSCH

**MUS 209(F) Music in History III: Musics of the Twentieth Century\***

A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Format: lecture/discussion, two days per week. Evaluation will be based on one essay, two papers, a midterm, and a final exam.

*Enrollment limit: 15. Open to qualified non-majors with permission of instructor. Required of Music majors.*

Hour: 11:20-12:35 TR

HAMBERLIN

**MUS 211 Arranging for Voices (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus211.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus211.html))

B. WELLS

**MUS 212(F) Jazz Theory and Improvisation I**

The theory and application of basic techniques in jazz improvisation including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with very little specific experience in jazz as well as more experienced students. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords (including inversions) and their functions within keys, and competence on an instrument is essential. Alternates between lecture style exposition of theoretical topics and their specific applications in an informal performance/rehearsal setting.

In addition to the development of skills, written work consists of assignments (e.g., harmonic analysis and realization as well as exercise in transposition and transcription) and a final project (e.g., transcription of a recorded solo or a composition).

Evaluation will be based on quizzes, a final exam, a final project and performance, as well as improvement as measured in weekly class performance and studios if appropriate.

Prerequisites: Music 103 or permission of instructor; Music 104 strongly recommended. *Enrollment limit: 15. Course cannot be taken pass/fail.*

Hour: 11:20-12:35 TR

JAFFE

**MUS 213 Jazz Theory and Improvisation II (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus213.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus213.html))

JAFFE

**MUS 214 Basic Conducting (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus214.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus214.html))

FELDMAN

**MUS 215(F) Choral Conducting**

Choral conducting techniques will be developed through exercises and projects that encompass the many facets of this activity. Using the class as the primary practice choir, students will focus on conducting patterns applied to elements of interpretation, keyboard and vocal skills, issues of tuning and blend, rehearsal techniques, score study, and style and repertoire. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include works from the early Renaissance through the late-twentieth century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.

Evaluation will be based on regular conducting assignments and final projects.

Prerequisites: permission of instructor.

Hour: 2:35-3:50 TR

B. WELLS

**MUS 216(S) Orchestral Conducting**

This course will introduce and develop a broad range of subjects associated with conducting, including: rehearsal techniques, physical and aural skills, interpretation, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, phrasing, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may involve conducting existing instrumental ensembles, and along with score reading, will

## Music

be the basis of the midterm and final exams. This course involves a trip to audit a Boston Symphony rehearsal at Symphony Hall.

Evaluation will be based on regular conducting assignments and final projects.

Prerequisites: permission of instructor. *Enrollment limit: 6 (expected: 4-6).*

Hour: 2:35-3:50 TF

FELDMAN

### **MUS 217(FS) Jazz Arranging and Composition**

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with the quintet and progressing through the big band. Intensive score study and some transcription required.

Evaluation will be based on the successful completion, rehearsal and performance of original arrangements and/or compositions during the semester, to include at least one transcription of a recorded arrangement, one quintet or sextet arrangement, and one arrangement for big band. Performances by the Jazz Ensembles, as rehearsed and prepared by the students of this course, are also expected.

Prerequisites: Music 212 and permission of instructor. *Enrollment limit: 6 (expected: 4-6). Preference given to students who meet the prerequisites and show a strong interest in the subject matter.*

Hour: 11:20-12:35 TR

JAFFE

### **MUS 218(S) Dramatic Expression in Opera (Same as INTR 264 and Theatre 218)**

Devotees regard opera as the supreme collaborative art. At the same time, operatic production is seen by others simply as the occasion for stilted and formulaic dramatic performances. This course is an introduction to operatic performance, experimenting with acting and staging techniques that work to release the full expressive potential of musical theatre. It will combine exercises in acting techniques with vocal coaching, and work towards achieving a synthesis of acting and singing that encourages students to test the limits of their physical and imaginative resources. Although the class will deal with some critical and analytical works on opera production, the focus will be on class exercises and the performance of operatic scenes, both solo and in ensemble.

As an interdisciplinary workshop, the course will test common misconceptions about the physical limitations imposed by vocal expression, and will encourage singers to transcend realistic acting models entirely inadequate for the intense physical and spiritual engagement that the operatic art demands. At the same time, we are committed to Joseph Kerman's notion that, in opera, "music is the medium that bears the ultimate responsibility for articulating drama," so that experimentation with acting techniques in an operatic scene will always be informed by a close analysis of the music that inspires it.

Format: interdisciplinary workshop. Evaluation will be based on class participation, interim and final projects

Prerequisites: auditions and permission of instructors. *Enrollment limit: 12. Preferences based on auditions.*

Hour: 1:10-2:25 MR

BUCKY and B.WELLS

### **MUS 223T Music Technology II (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus223.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus223.html))

PEREZ VELAZQUEZ

### **MUS 230 Seminar in Caribbean Music (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus230.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus230.html))

E. D. BROWN

### **MUS 231 Nothing But the Blues (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus231.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus231.html))

E. D. BROWN

### **MUS 232T(S) Latin Music USA (W)\***

From the nineteenth century until today, the most important foreign influence on popular culture in the USA has been the music and dance traditions of Latin America, especially those from Cuba, Puerto Rico, The Dominican Republic, Brazil, Argentina, and Mexico. These music and dance traditions have enriched North American culture and served as a means by which Latinos and non-Latinos have communicated different meanings to different people at different times. This tutorial examines the history of Latin music and dance traditions in the United States, analyzing the meanings communicated and assessing the impact of these traditions on American culture and vice versa. Although the focus of this course is music, students may examine related dance forms.

Format: tutorial. Requirements: take-home hour exam (15%), 5 papers presented in class (80%), class participation (5%), no final exam.

Prerequisites: permission of instructor; students wishing to take this course should email the professor. *Enrollment limit: 10. Preference based on major and materials submitted.*

Hour: 1:10-2:25 MR

E. D. BROWN

### **MUS 251-258 Individual Vocal and Instrumental Instruction**

Private lessons in voice, keyboard and most orchestral instruments offered for one-half course credit per semester. Must be taken in addition to four full-credit courses. May be taken as graded or pass/fail as with all fifth courses.

Lessons given once each week (class hour TBA). Student is expected to practice one hour per day. All

private instruction involves an extra fee, partially subsidized by the department. To register for the course, a student must first contact the appropriate teacher (see Music Department for list), fill out a registration/billing contract, signed by both teacher and student, and turn that in to the department. This replaces the need to register online. Registration is for course number 251, with the appropriate section number from the following paragraph. Students will be reassigned to course numbers 252-258 based on the number of semesters of instruction already taken in one particular section. Specific instrument or voice sections are as follows: 01 Bassoon, 02 Cello, 03 Clarinet, 04 Double Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal, 21 Trombone, 22 Harp.

Prerequisites: Music 103 or its equivalent *and* permission of the individual instructor. May require audition.

Hour: TBA

Staff

### 300-LEVEL COURSES

#### **MUS 301 An Introduction to Modal and Tonal Counterpoint (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus301.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus301.html))

Staff

#### **MUS 308 Orchestration and Instrumentation (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/mus/mus308.html](http://www.williams.edu/Registrar/catalog/depts/mus/mus308.html))

Staff

#### **MUS 394(S) Junior Thesis**

This course involves independent study in history or theory of music, under the supervision of a member of the department, as preparation for the senior thesis.

Staff

### 400-LEVEL COURSES

#### **MUS 402(S) Senior Seminar in Music**

Franz Schubert reached artistic maturity during the initial phase of musical Romanticism, Johannes Brahms during the latter phase. The relation between the two composers illuminates critical features of this aesthetic period. Brahms cherished Schubert's music and shared many of his passions and preoccupations: folksong, dance, nature, childhood, love, memory, nostalgia, dreams, and death. Both composers were awed by Beethoven's monumentality, sought a balance between tradition and innovation in form and harmony, and explored the relation between song and instrumental music. But there were important differences as well. Through comparative study of Schubert's and Brahms's works, careers, and critical reception, this seminar will explore core qualities of Romantic expression—some persisting throughout the century, others evolving. Using a number of analytical and interpretive approaches, students will study works from an array of genres, e.g., Lieder, piano pieces, chamber music, choral works, and symphonies.

Format: seminar. Evaluation will be based on participation, frequent short papers, class presentations, and a final research project.

Prerequisites: Music 202, 207, 208, 209 and permission of instructor. *Expected enrollment: 7. Open to all senior Music majors.*

Hour: 1:10-3:50 W

HIRSCH

#### **MUS 493(F)-W031-494(S) Senior Thesis**

Required for all students approved for thesis work in music.

Staff

#### **MUS 497(F), 498(S) Independent Study**

Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

Staff

### SPECIAL STUDIES IN THE MUSICAL ART

#### **MUS 325, 326, 427, 428 Musical Studies**

Tutorial in nature, these courses are for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of a member of the department, an artist in residence or adjunct teacher to fulfill some project or a semester of private lessons as established by the consent of teacher, student, and department. The election is utilized to supplement the department's course offerings as well as to make available for full academic credit private lessons at an advanced level, and may include such projects as:

- a. private lessons in the performance of and literature for voice, piano, organ, or an orchestral instrument. Participation in periodic Performance Seminars is required. There is an extra fee for these les-

## Music, Neuroscience

sons, with the cost partially subsidized by the department. Intended only for advanced performers. *Additional guidelines for instrumental or vocal lessons for full credit must be secured at the Music Department office. This may require an audition for the entire music faculty.*

- b. jazz arranging and composition;
- c. advanced studies in jazz improvisation;
- d. coaching, rehearsal, and performance of instrumental or vocal chamber music;
- e. advanced work in music theory (critical methods and analysis, solfeggio, keyboard harmony, ear-training and dictation, counterpoint and orchestration). Prerequisites: Music 202;
- f. advanced independent study in modal and tonal counterpoint. Prerequisites: Music 301;
- g. studies in issue areas such as acoustics and perception, philosophy and aesthetics of music, women and minorities in music, music of non-Western cultures, music and technology;
- h. advanced work in music history.

With the permission of the department, the project may be continued by election of the next-higher numbered course. Majors may register for four semesters; non-majors may register for two semesters. The specific name of the project elected is to be specified after the title, "Musical Studies."

*The numbers 325, 326, 427, 428 should be used for four sequence courses in the same subject. If a different subject is elected, the numbering sequence should start again at 325. These numbers are selected without regard to semester taken or class year of student.*

*Prerequisites: Music 103, 104, 201, 202, and permission of the instructor and department. (Intended primarily for music majors.)*

*Students must obtain a special form for this course election from the Music Department Office. These forms must be completed, and all necessary departmental and faculty permissions secured, by the end of the preregistration period in the semester before the semester in which the students wish to do this course.*

*Note: Music 325, 326, 427, 428 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.*

CHAIR and Members of the Department

## NEUROSCIENCE (Div. III)

Chair, Professor BETTY ZIMMERBERG

*Advisory Committee:* Professors: HEATHERINGTON, P. SOLOMON, H. WILLIAMS, ZIMMERBERG, ZOTTOLI. Assistant Professors: HUTSON, N. SANDSTROM.

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease, the development of noninvasive techniques for imaging the human brain such as PET scans and MRI, and the development of methods for repair of the damaged human brain such as the use of brain implants. Combining this wide range of disciplines, areas of research, and application for the study of a single remarkably complex organ—the brain—requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

### THE PROGRAM

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

*Introduction to Neuroscience* (Neuroscience 201) is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken before the end of sophomore year. Either Biology 101 or Psychology 101 serves as the prerequisite. Electives are designed to provide in-depth coverage including laboratory experience in specific areas of neuroscience. At least one elective course is required in Biology (*Group A*) and one in Psychology (*Group B*). The third elective course may also come from *Group A* or *Group B*, or may be selected from other neuroscience related courses upon approval of the advisory committee. *Topics in Neuroscience* (Neuroscience 401) is designed to provide an integrative culminating experience. Most students will take this course in the senior year.

### THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition

to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W031-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee in the spring of their junior year.

#### REQUIRED COURSES

Biology 101 The Cell

Psychology 101 Introductory Psychology

*(Both of these courses should be completed by the end of the sophomore year.)*

Neuroscience 201 Introduction to Neuroscience

Neuroscience 401 Topics in Neuroscience

#### ELECTIVES

Three elective courses are required. At least one elective must be from *Group A* and at least one elective must be from *Group B*. The third elective may come from either *Group A* or *Group B* or the student may wish to petition the advisory committee to substitute a related course.

##### *Group A*

Biology 204 Animal Behavior

Biology 205 Physiology

Biology 303 Sensory Biology

Biology 304 Neurobiology

Biology 310 Mechanisms of Nervous System Development and Plasticity

Biology 410 Cell Dynamics in Living Systems

Biology 411 Plasticity in the Nervous System (Deleted 2003-2004)

##### *Group B*

Psychology 312 Drugs and Behavior

Psychology 315 Hormones and Behavior

Psychology 316 Clinical Neuroscience

Psychology 362 Psychoneuroimmunology

#### **NSCI 201(F) Introduction to Neuroscience (Same as Biology 212 and Psychology 212)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience. Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 *or* Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 144 (expected: 60). Preference given to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

H. WILLIAMS and ZIMMERBERG

#### **NSCI 401(S) Topics in Neuroscience**

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are (1) to evaluate original research and critically examine the experimental evidence for theoretical issues, and (2) to gain an understanding of this discipline through group work, and oral presentations. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included memory, autism, depression, alcoholism, language development, and stress.

Format: student-led discussions and presentations, three hours a week. Evaluation will be based on presentations, participation in class discussion, and a term paper.

Prerequisites: open only to seniors in the Neuroscience program. *Enrollment limit: 24 (expected: 10).*

*This course is required of all senior students in the Neuroscience program.*

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

P. SOLOMON

#### **NSCI 493(F)-W031-494(S) Senior Thesis**

Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

ZIMMERBERG

## PERFORMANCE STUDIES

*Advisory Faculty:* Professors: BUCKY, D. EDWARDS, EPPEL\*, HOPPIN, OCKMAN\*, DARROW, *Coordinator:* Associate Professors. CASSIDAY, A. SHEPPARD\*. Assistant Professors: BEAN, *Coordinator:* BURTON, KAGAYA, L. JOHNSON\*. Lecturers: BROTHERS, JAFFE.

Performance Studies provides an opportunity to inhabit a place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, foreign languages, Comparative Literature, English, History, Music, Philosophy, Psychology, Religion and Theater.

The program allows faculty and students to conduct intensive and focussed interdisciplinary studies in performance. The central ideas which performance studies confronts—action, body, frame, representation, race, ethnicity, gender, politics, history and transcultural experience—circulate within and through the subjects and fields upon which the program draws.

Students in Performance Studies are encouraged to do four things: 1) take Theatre 328, *Approaching Performance Studies*; 2) try different artistic media, both in the curriculum and beyond; 3) move between the doing of art and performance and thinking about that process; and 4) prepare a portfolio of their work in different media. The list of courses below is divided between doing courses (practical) and reflection/criticism courses. Voluntary portfolios are entirely optional. 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. 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 committee and will be presented in the senior year to faculty and students interested in the program.

### *Reflection and Criticism Courses*

Anthropology 328 Emotions and the Self  
Anthropology 364T Ritual, Politics, and Power  
Comparative Literature 111/English 120 The Nature of Narrative  
English 373/Comparative Literature 343 Modern Critical Theory  
INTR 242/ArtH 268/ArtS 212/Religion 289 Network Culture  
Japanese/Comparative Literature 276 Premodern Japanese Literature and Performance  
Religion 302 Religion and Society  
Theatre 205 The Culture of Carnival  
Theatre 210 Multicultural Performance  
Theatre 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement  
Theatre/ArtS/Women's and Gender Studies 323 Theatre of Images  
Theatre 328 Approaching Performance Studies  
Theatre 329/American Studies 207/Comparative Literature 209 Performing Identity: Popular Entertainment in America  
Theatre/American Studies 330 The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance  
Theatre/American Studies 331 Sound and Movement in the Afro-Latino Diaspora

### *Practicum Courses*

ArtS 230 Drawing II  
ArtS 241 Painting  
ArtS 288 Video  
English 281 The Writing of Poetry  
English 283 Introductory Workshop in Fiction  
Music 203T, 204T Composition I and II  
Music 212, 213 Jazz Theory and Improvisation I and II  
Music 214 Basic Conducting  
Music 215 Choral Conducting  
Physical Education Dance, Pilates Method Matwork  
Theatre 201 Theatrical Design: Creating the Mise-En-Scene  
Theatre 306 Advanced Acting  
Theatre 307 Stage Direction  
Theatre 322T Performance Criticism  
Theatre 324 Theatre for the Ear: Telling Stories Through Sound



## PHILOSOPHY (Div. II)

Chair, Professor JANA SAWICKI

Professors: GERRARD, SAWICKI, WHITE\*\*\*. Assistant Professors: BARRY, CLARKE, CRUZ\*, DUDLEY\*\*, MLADENOVIC, WILBERDING. Visiting Assistant Professor: J. PEDRONI. Visiting Part-time Lecturer: MUENCH.

To engage in philosophy is to ask a variety of questions about the world and our place in it. What can we know? What should we do? What may we hope? What makes human beings human? These questions, in various forms, and others like them are not inventions of philosophers; on the contrary, they occur to most people simply as they live their lives. Many of us ask them as children, but later either ignore them, or accept answers we can live with. Philosophers, however, seek to keep such questions open, and to address them through reasoned discussion and argument, instead of accepting answers to them based on opinion or prejudice.

The program in philosophy is designed to aid students in thinking about these issues, by acquainting them with influential work in the field, past and present, and by training them to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Philosophy courses center around class discussions and the writing of interpretive and critical essays.

### MAJOR

Philosophy is a discipline with a long and intricate history, a history that remains an integral part of the discipline. In this way, it differs dramatically from the natural sciences: for example, although no contemporary physicists or biologists embrace Aristotle's physics or biology, among philosophers there continue to be champions of Aristotle's metaphysics and of his ethics. Because of the richness and continuing importance of the history of philosophy, the program is designed to give majors a historical background that will acquaint them with a wide variety of approaches in philosophical issues, and will provide them with a basis for evaluating and contributing to contemporary debates.

A total of nine courses is required for the major in Philosophy. Students should begin with Philosophy 101 and 102, in either order; both are required for the major. These courses provide introductions to historical figures and themes that continue to be influential in many contemporary discussions in the two major areas of philosophical inquiry, i.e., practical inquiry into issues of ethics and politics, and theoretical inquiry into issues of knowledge, belief, understanding, and reality. The final required course is the Senior Seminar, Philosophy 401. Each student selects the six electives that complete the major. The exposure to figures and topics in 101 and 102 provides students with some basis for choice, but optimal shaping of an individual curriculum requires in addition consultation with faculty members and other students.

Generally speaking, as students progress from 100- to 300-level courses, there will be decreasing breadth and increasing depth. In addition, writing assignments become longer, and students assume increasing responsibility for identifying and developing the topics of their essays. Finally, students in 300-level courses are often required to assume responsibility for making oral presentations or guiding significant parts of class discussions.

Students considering graduate study in philosophy are strongly urged to develop reading competence in German, French, or Greek before graduation.

### THE DEGREE WITH HONORS IN PHILOSOPHY

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form *either* of independent work culminating in a senior essay *or* thesis (the independent-study route) or of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy, both at the time of applying for candidacy and at the end of senior year. Juniors interested in pursuing honors should so inform the Department Chair no later than mid-April.

The independent-study route to honors requires the completion and defense of *either* a senior essay produced in the fall semester plus winter study period (maximum 40 pages) *or* a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in April of the junior year. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work.

The directed-study route to honors required the completion of two courses in philosophy in addition to the nine required for the major. Candidates taking this route must also submit to the department revised copies of two term papers (10 pages or longer) written for philosophy courses they have taken; each student will be assigned an adviser to help guide the process of revision. A recommendation for graduation with honors will be made on the basis of the scope of the student's course work, the quality of the student's participation in Philosophy 401, and the thoroughness, independence, and originality reflected in the submitted papers.

## Philosophy

### **PHIL 101(F,S) Introduction to Moral and Political Philosophy (W)**

Throughout the history of Western philosophy, there have been debates concerning how human beings should live: What should we do both with our lives as wholes and in specific problematic situations? The debates have addressed us both as individuals and as members of political communities. This course aims to aid us in responding to these debates, and in living our lives, on the basis of reasoned conclusions rather than from unrecognized presuppositions. The course concentrates on Plato's *Republic*, the most influential ethical and political text within Western philosophy, but we assess the *Republic* in light of elaborations and criticisms that have developed over the past 2500 years, in works by Aristotle, Kant, and Mill.

Format: lecture/discussion. Requirements: class discussion, frequent short papers (totaling 20-30 pages).

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students and sophomores.*

Hour: 10:00-10:50 MWF, 11:00-12:15 MWF

First Semester: BARRY, CLARKE, WILBERDING

10:00-10:50 MWF, 11:00-12:15 MWF, 12:00-12:50 MWF

Second Semester: BARRY, CLARKE, WILBERDING

### **PHIL 102(F,S) Introduction to Metaphysics and Epistemology (W)**

Metaphysics and epistemology are the two core pursuits of theoretical philosophy (as opposed to practical philosophy, the focus of Philosophy 101). Metaphysics is concerned with the ultimate character of reality. The metaphysician seeks to develop knowledge (as opposed to mere opinion or belief) of all things natural, human, and divine. She asks, for example: Are we free, or are our acts determined? Is there a God? If so, what must God be like? Epistemology is concerned with how we determine the difference between knowledge and mere opinion. The epistemologist thus asks: What does it mean truly to know something? How can we acquire such genuine knowledge? Answers to these epistemological questions are essential if we are to have any confidence in the methods and results of our metaphysical investigations. This course will emphasize the established historical classics that provide the basis for understanding contemporary work on metaphysics and epistemological issues; we will consider, among others, the work of Descartes, Hume, and Kant.

Format: lecture/discussion. Requirements: class discussion, frequent short papers (totaling 20-30 pages).

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students and sophomores.*

Hour: 11:00-11:50 MWF, 11:20-12:35 TR

First Semester: GERRARD, MLADENOVIC

9:00-9:50 MWF, 11:00-11:50 MWF, 9:55-11:10 TR

Second Semester: DUDLEY, GERRARD, MLADENOVIC

### **PHIL 103 Logic and Language (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/phil/phil103.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil103.html))

MLADENOVIC

### **PHIL 131(F) Introduction to Logic and Semantics (Same as Linguistics 131) (Q)**

(See under Linguistics for full description.)

### **PHIL 205(S) Socrates (Same as Classics 205) (W)**

The ancient Greek philosopher Socrates was and remains an enigma. Noted for his skill at argument and cross-examination, and for his strong ethical convictions, he was found guilty and put to death for impiety and for corrupting the youth. He left behind no writings of his own, and he maintained that the chief difference between himself and his fellow Athenians was his self-awareness that he was ignorant about important philosophical and life matters (while others, similarly ignorant, took themselves to be knowledgeable about such things). In this course we will examine several of the texts about Socrates that survive from antiquity, including works by Aristophanes, Xenophon, Plato, Aristotle, and Diogenes Laertius. Our overall aim will be to arrive at a comprehensive picture of Socrates as a philosopher and ethical figure. We will pay special attention to Socrates' trial and the defense he is reported to have offered on his own behalf.

Format: lecture/discussion. Requirements: several short writing assignments and two longer papers.

No prerequisites. *Enrollment limit: 19 (expected: 10-15). Preference given to Classics majors, sophomores, and first-year students.*

Hour: 11:20-12:35 TR

MUENCH

### **PHIL 209 Philosophy of Science (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/phil/phil209.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil209.html))

MLADENOVIC

### **PHIL 210(S) Philosophy of Medicine**

The aim of the course is to analyze and discuss philosophical questions about the nature, domain, methods and social role of medicine, thereby generating some understanding of both the nature of philosophical thinking and of medical practices. Some of the questions we will focus on include: What is medicine? What are its goals? What is the nature of medical explanation? How are the concepts of "health" and "disease" to be defined? What is medical reductionism and what are its limits?

Are there metaphysical and ideological assumptions in contemporary Western medical theory and if so, should they be avoided? Can we avoid them, and if so, how? Some of the specific topics we will focus on in discussing these general questions include: psychiatry as a branch of medicine, overmedicalization of everyday life, the conceptualization of the human body, gender bias in medical research and practice, medical explanations of human sexuality and gender, the rise of medical authority, and iatrogenesis.

Requirements: four short papers and a larger (6-8 pages) final paper.

No prerequisites.

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

MLADENOVIC

**PHIL 212 Ethics and Reproductive Technologies (Same as Women's and Gender Studies 212)**

*(Not offered 2003-2004; to be offered 2004-2005) (W)*

(See under Women's and Gender Studies for full description.)

**PHIL 221 Greek Philosophy (Same as Classics 221) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/phil/phil221.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil221.html))

**PHIL 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science**

*(Same as Cognitive Science 222, INTR 222 and Psychology 222) (Q)*

(See under Cognitive Science for full description.)

*Satisfies one semester of the Division II requirement.*

**PHIL 225(F) Introduction to Feminist Thought (Same as Women's and Gender Studies 225)**

*(W)*

(See under Women's and Gender Studies for full description.)

SAWICKI

**PHIL 227(F) Death and Dying (W)**

In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and research efforts to extend the human life-span. In addition to key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Format: lecture/discussion. Requirements: active participation in class discussions, two mid-length papers (7-10 pp), and weekly short writing assignments (2 pp.). Possible experiential learning component.

No prerequisites. *Enrollment limit: 19 (expected: 10-19).*

Hour: 2:35-3:50 TF

J. PEDRONI

**PHIL 228(S) Feminist Bioethics (Same as Women's and Gender Studies 228) (W)**

In this course we'll explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this, we'll explore topics that might traditionally be considered "women's issues" in health care, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally haven't been identified as particularly gender specific, such as resource allocation and end of life issues.

Format: lecture/discussion. Requirements: active participation in class discussions, two mid-length papers (7-10 pp. each), and weekly short writing assignments (app. 2 pp. each).

No prerequisites, although previous coursework in Women's and Gender Studies is desirable. *Enrollment limit: 19 (expected: 8-10). Preference given to Women's and Gender Studies and Philosophy majors.*

Hour: 11:20-12:35 TR

J. PEDRONI

**PHIL 231(F) Ancient Political Thought (Same as Political Science 231)**

(See under Political Science for full description.)

**PHIL 232(S) Modern Political Thought (Same as Political Science 232)**

(See under Political Science for full description.)

**PHIL 236(S) Contemporary Ethical Theory**

In this course we will examine in depth the two most influential approaches to ethics in the twentieth century: utilitarianism and deontology. According to the first, the moral status of an action depends

## Philosophy

entirely on its consequences for human happiness. According to the second, the morality of an action has a more complex relation to the intrinsic nature of the action and the interpersonal relationship involved. While both theories have their roots in earlier thinkers—utilitarianism in Bentham and Mill, deontology in Kant—our central focus will be on contemporary developments of these views. After examining the debate between these two rival theories in some depth, we'll turn our attention to recently developed alternatives that attempt to transcend the dichotomies that continue to divide utilitarian and deontological approaches. Readings will include works by the following authors: Bentham, Mill, Feinberg, Nozick, Railton, Brink, Williams, Wolf, Taurek, Rawls, Smart, Scheffler, Nagel, Kant, Kamm, Quinn, Kagan, Ross, Scanlon.

Format: lecture/discussion. Requirements: two seven-page papers, take-home essay exam, attendance and participation.

Prerequisites: Philosophy 101. *Enrollment limit: 30 (expected: 10-20). Preference given to Philosophy majors and those considering majoring in Philosophy.*

Hour: 2:35-3:50 MR

BARRY

### **PHIL 238 Knowledge and Reality in Indian Thought (Same as Religion 244) (Not offered 2003-2004)\***

(See under Religion for full description.)

### **PHIL 243 Buddhist Philosophy (Same as Religion 243) (Not offered 2003-2004)\***

(See under Religion for full description.)

### **PHIL 255(F) Scepticism**

We are all mistaken sometimes; who is to say we are not mistaken all of the time? By pressing this question, philosophers known as 'sceptics' call into question a vital ability we ordinarily take for granted—the ability to distinguish appearance from reality. Sceptics are an eclectic group, but they all confront us with the prospect that our beliefs about the nature of reality might be mistaken in deep and pervasive ways. Scepticism originated in ancient Greece, was then revived during the Renaissance, and has arguably been with us in some form ever since.

We will study some of the most influential sceptical writings with an eye to the following questions: How do sceptical challenges bear on our ability to sustain political convictions and meaningful human relationships? How did the arguments of the ancient Greek sceptics change when they resurfaced in modern Europe? How have philosophers responded to the sceptics? Are certain sorts of social or intellectual conditions conducive to scepticism? What role does scepticism play in the political and popular culture today? We will read a number of authors from antiquity to the present including some or all of the following: Plato, Sextus Empiricus, Martin Luther King Jr., Cervantes, Descartes, Montaigne, Hume, Iris Murdoch, G.E. Moore, Thomas Nagel.

Format: lecture/discussion. Requirements: several short assignments, midterm, final paper, participation.

No prerequisites. *Enrollment limit: 30 (expected: 10-20). Preference given to sophomores and first-year students.*

Hour: 2:35-3:50 MR

CLARKE

### **PHIL 260(S) Medieval Philosophy (Same as Religion 219) (W)**

The Medieval period is probably both the longest in the history of philosophy—it spans about 1000 years—and the most neglected. Yet it is also an extremely exciting period, where eclectic remnants of ancient thought become embedded in an alien religious setting. As virtually all medieval thought is influenced by and/or in reaction against Neoplatonism, this course will begin with a relatively brief examination of that movement (initiated by Plotinus in 3rd C. C.E.). From there we will progress in a more or less chronological manner, dividing our attention roughly equally among three religious traditions: Islam, Judaism and Christianity. Islamic authors will include Al-Farabi, Ibn-Sina (Avicenna), Al-Ghazali, and Ibn-Rushd (Averroës). The main Jewish philosopher studied will be Moses Maimonides, with perhaps some discussion of the cabalistic tradition. Christian authors will include Augustine, Aquinas and others.

Format: lecture/discussion. Requirements: three 7-page papers, informal presentation, attendance and participation.

No prerequisites. *Enrollment limit: 19 (expected: 5-15)*

Hour: 11:20-12:35 TR

WILBERDING

### **PHIL 271T(S) Woman as "Other" (Same as Women's and Gender Studies 271T) (W)**

At mid-century, Simone de Beauvoir, perhaps the greatest feminist theorist of the twentieth century, described woman as "living is a world where men compel her to assume the status of the Other." In other words, man is the absolute subject, and woman takes on all of the negative qualities (bodily, mortal, irrational) that he prefers not to see in himself. At the same time, Beauvoir asserts: "One is not born a woman, one becomes one." How, given the fact that woman historically have been reduced to objects for men, that they have internalized the gaze of men, can they become subjects for themselves? How can (and do?) they become self- rather than other-determined? What are the conditions of possibility for authentic, self-determining womanhood? For authentic personhood? Is authenticity

even possible? Must the relation between self and other inevitably be one of objectification and domination? Is reciprocity and mutuality in self- other relations possible? In our effort to deepen our understanding of these important philosophical questions, questions that have been at the center of social and political thought at least since Hegel introduced the dialectic of master and slave, we will engage in close readings of influential works by Beauvoir, Luce Irigaray and Judith Butler.

Format: tutorial; students will work in pairs. Requirements: each student will write and present orally a five-page essay every other week. Students not presenting essays will prepare oral critiques of their partners' essays.

Evaluation will be based on written work, oral presentations of essays, and oral critiques.

Prerequisites: one course in either Philosophy or Women's and Gender Studies. *Enrollment limit: 10 (expected: 6-8).*

Hour: TBA

SAWICKI

**PHIL 280(F) Analytic Philosophy: Frege, Russell, and the Early Wittgenstein**

Frege, Russell, and Wittgenstein (along with G. E. Moore) are often considered the founders of analytic philosophy and are associated with the "linguistic turn" in philosophy. In Russell's book on Leibniz (1900) he wrote "[t]hat all sound philosophy should begin with an analysis of propositions, is a truth too evident, perhaps, to demand a proof." I expect that many students will find that claim not only not evidently true, but plainly false. We will examine why our three authors considered it to be true. We will ask (and try to answer) such questions as: Is there something unique about analytic philosophy? What is analytic philosophy? A constant theme will be the relationship of our three philosophers to the history of philosophy, both to our philosophers' predecessors and successors. Among the predecessors we will discuss are Descartes, Locke, Leibniz, Hume, and Kant. Among the chief successors are the Logical Positivists, J. L. Austin, Quine, and Davidson. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of Mathematics*, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*.

Format: seminar. Requirements: three short papers (3-5 pages) and one longer final paper (10-12 pages).

Prerequisites: Philosophy 102. *Enrollment limit: 19 (expected: 12-15).*

Hour: 9:55-11:10 TR

GERRARD

**PHIL 286T(F) (formerly 215) Conceptions of Human Nature (W)**

We are all human, and in our daily lives, we seem to know what we mean when we make that claim. However, when we start reflecting on what it is to be human—whether all human beings in spite of individual and social differences, share the same nature, whether that nature is unchangeable, whether it is animal, or divine, or neither, and whether anything follows from the way we naturally are about the ways we should lead our lives, treat others, and organize our societies, we can see that the commonsensical assurance about there being an easily identifiable human nature in all of us gives way to a myriad of questions and problems. Conceptions of human nature—sometimes explicit, sometimes implicit—have shaped many philosophical, scientific and religious views, in addition to providing grounds for many human practices, such as Law, arts, medicine and education. The aim of the course is to examine a variety of accounts of human nature, and a variety of consequences different thinkers derived from their accounts. We will read seminal writings of Western and non-Western thinkers and we will try to articulate, in each reading, what the favored conception of human nature consists in; what kind of evidence is provided in its support; what are the consequences derived from it about human happiness, the ways we should lead our lives, the manner in which we should treat others, and the ways in which human societies should be organized; how are such norms derived from a descriptive account of human nature, and can such derivations be justified. Finally, we will confront and evaluate the two central assumptions which all of the different accounts share: that there is a universal human nature, an "essence of humanity," and that an understanding of it is necessary for thinking about morality, Law, politics, human knowledge and religion.

Format: tutorial, each pair of students meeting with the instructor for an hour once a week. Requirements: bi-weekly tutorial papers (totaling 6 per student) with responses to those papers by the tutorial partner.

Prerequisites: one course in Philosophy, or permission of instructor.

Hour: TBA

MLADENOVIC

**PHIL 309 Kant (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/phil/phil309.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil309.html))

DUDLEY

**PHIL 313(S) Reality (Same as INTR 313 and Religion 303)**

(See under Religion for full description.)

**PHIL 316 Schopenhauer and Nietzsche (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/phil/phil316.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil316.html))

WHITE

**PHIL 331 Contemporary Epistemology (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/phil/phil331.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil331.html))

CRUZ

## Philosophy

### **PHIL 333(S) Aristotle's Ethics (Same as Classics 333)**

The lecture notes that have come to be known as "Aristotle's ethics" provide a beautiful elaboration of the idea that humans can't be happy unless they are good, and that they can't be good unless they exercise virtues such as generosity, courage, honesty (and even wit). Aristotle's ethics has inspired everyone from Thomas Aquinas, who ingeniously renovated it to mesh with Christian ideals, to Shaquille O'Neal, who cited it when explaining his strategy for improving his free-throw average (and dubbed himself "the big Aristotle"). Shaq notwithstanding, many recent commentators—sympathizers as well as detractors—have argued that Aristotle's moral philosophy cannot be renovated to fit the modern liberal state. It appears to be suited to cohesive societies, such as the ancient Greek city-state or the medieval church-state, not the ideologically diverse society that is the ideal of the modern world.

We will consider the extent to which Aristotle's virtue-centered ethics can be our ethics through a close reading of the *Nicomachean Ethics*. Along the way, we will pay special attention to Aristotle's (arguably problematic) views about moral development, the unity of the virtues, and weakness of the will. We will supplement our reading of the *Nicomachean Ethics* with some secondary texts; we may also consult parts of Aristotle's *Politics* and *Eudemian Ethics* for the light they throw on our topic. Format: seminar. Requirements: short presentations, midterm paper, final paper.

Prerequisites: Philosophy 101 and a willingness to read a challenging text closely. *Enrollment limit: 19 (expected: 5-15). Preference given to Philosophy majors and Classics majors.*

Hour: 1:10-2:25 MR

CLARKE

### **PHIL 334 Philosophy of Biology (Same as History of Science 334) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/phil/phil334.html](http://www.williams.edu/Registrar/catalog/depts/phil/phil334.html))

MLADENOVIC

### **PHIL 335(F) Moral Objectivity (W)**

We often speak as if moral judgments can be true or false, well-reasoned or not. That is, we speak and think as if morality can be objective. But how should objectivity in this domain be understood? Is it best thought of as being like scientific objectivity, assuming we have a clear sense of what that involves? Or should objectivity in ethics be conceived of differently? While answers to such questions are implicit in historical accounts of morality, these issues have become the topic of explicit, sustained debate in the twentieth century. Our focus will be on the most recent and sophisticated work in this area. We will examine several different approaches in depth, including non-naturalist and naturalist forms of realism, constructivism, and various well-developed forms of anti-realism (both skeptical and non-skeptical). Readings will include works by the following authors: Moore, Stevenson, Harman, Mackie, Railton, Boyd, Blackburn, Williams, McDowell, Korsgaard, and Nagel.

Format: seminar. Requirements: final paper, several shorter assignments, attendance and participation.

Prerequisites: Philosophy 101 required; one 200- or 300-level Philosophy course highly recommended. *Enrollment limit: 19 (expected: 5-15). Preference given to Philosophy majors and those considering the Philosophy major.*

Hour: 1:10-2:25 MR

BARRY

### **PHIL 354 Complexity (Same as INTR 314 and Religion 314) (Not offered 2003-2004)**

(See under Religion for full description.)

### **PHIL 357(F) Aristotle (Same as Classics 357)**

Aristotle has been often credited (and sometimes blamed) for single-handedly changing the way we think about philosophy and the world. The scope of his work spans the entire range of the humanities and sciences: biology, physics, cosmology, logic, language, poetry, ethics, politics and metaphysics. This course will aim at understanding the theoretical side of Aristotle's thought by focusing on his contributions to science, epistemology, and metaphysics. Some of the core questions in this area include: To what extent is Aristotle's thought compatible with Plato's? What is "first philosophy" and where is it to be found? Why does Aristotle deny the unity of natural sciences (or doesn't he?) In addition, particular attention will be paid throughout the course to Aristotle's notions of nature, soul, and God. All reading will be in translation, and no knowledge of Greek is necessary. Reading assignments will consist of both primary and secondary texts.

Format: seminar. Requirements: two 8- to 10-page papers and regular short, informal class presentations.

Prerequisites: Philosophy 102 or permission of instructor. *Enrollment limit: 19 (expected: 5-15).*

Hour: 1:10-2:25 MR

WILBERDING

### **PHIL 379T(S) American Pragmatism (Same as American Studies 379T) (W)**

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy,

from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Format: tutorial. Requirements: students will meet with the professor in pairs for an hour each week; they will write a 5- to 7-page paper every other week, and comment on the partner's paper in alternate weeks.

Prerequisites: Philosophy 102. *Enrollment limit: 10 (expected: 10). Preference given to Philosophy majors.*

Hour: TBA

GERRARD

### PHIL 390T(F) Truth (W)

Is a true account one that corresponds to things the way they are? Or is it one that fits optimally with other accounts we accept? Or is it one that successfully guides us in our actions within the world? Positive answers to these questions point, respectively, towards correspondence, coherence, and pragmatist theories of truth, all of which continue to have their champions. Within the broader context of Euro-American philosophy through the twentieth century and up to the present, they are joined by phenomenological, postmodernist, semantic, deflationary, prosentential, and pluralistic approaches to the problem of truth (all of which are interesting and important, although more difficult than the first three to get at by means of a single question). In this tutorial, we will investigate this terrain. The first ten tutorial meetings of the semester will consider defenses of and objections to each of these approaches. In the final two meetings, tutorial partners will take turns presenting the positions they deem best.

Format: tutorial. Requirements: students meet with the instructor in pairs for roughly an hour each week; students will write essays every other week (6 in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills in reading, interpretation, and oral argument, as well as critical reasoning and writing.

Prerequisites: Philosophy 101 or 102 or permission of instructor. *Enrollment limit: 10 (expected: 10).*

Hour: TBA

A. WHITE

### PHIL 392(S) Hegel and Systematic Philosophy

Hegel defines philosophy, in the opening sentence of the Introduction to his *Phenomenology of Spirit*, as "the actual cognition of that which in truth is." Philosophy, in other words, is metaphysics. But if metaphysics is to be secure, it must be preceded by epistemology, by an account of the proper method for achieving "actual cognition." Hegel's *Phenomenology* thus examines the most important epistemological options, including rationalism, empiricism, and Kantian transcendental idealism. Hegel argues that each of these options fails, on its own terms, to provide the requisite basis for knowledge. He also claims, however, that consideration of these failures shows the way to success: absolute knowledge can be had, but only if philosophy is developed into a presuppositionless and systematic science. With this conclusion the *Phenomenology* gives way to the *Logic*, which initiates Hegel's own attempt to develop a truly systematic philosophy and thus achieve metaphysical cognition. In this course we will endeavor to understand and evaluate Hegel's project, one of the most ambitious, influential, and important in the history of philosophy.

Format: seminar. Requirements: final paper, several shorter assignments, attendance and participation

Prerequisites: Philosophy 102. *Enrollment limit: 19 (expected: 10-15).*

Hour: 2:35-3:50 TF

DUDLEY

### PHIL 393(F) Kierkegaard

Søren Kierkegaard's first major work, *The Concept of Irony with Continual Reference to Socrates*, develops the radical thesis that Socrates was through and through an ironist, someone who consistently maintained an ironic standpoint towards his fellow citizens and everything that made up Athenian society. In the process of arguing for this view, Kierkegaard takes his readers on a whirlwind tour of the main classical texts about Socrates (by Xenophon, Plato, and Aristophanes), offers up some searching reflections about the nature of irony more generally, and sets himself against Hegel's reading of Socrates while joining Hegel in his criticism of the German romantics and the modern manifestation of irony. To make matters more complicated, a number of recent scholars have argued that Kierkegaard's work about irony is itself thoroughly ironic. Is this a book that defends a serious philosophical thesis or a work designed to reduce the entire philosophical enterprise to rubble? Our aim in this course will be to give this very unusual, arguably profound meditation on Socrates and the nature of irony a thorough and searching examination.

Format: seminar. Requirements: weekly short writing assignments (1-2 pages), regular class presentations, final paper (10-15 pages)

Prerequisites: Philosophy 101 or 102; 201 and/or 221 recommended but not required. *Enrollment limit: 19 (expected: 5-15). Preference given to Philosophy majors and those considering majoring in Philosophy.*

Hour: 1:10-2:25 TF

MUENCH

## *Philosophy, Physical Education*

### **PHIL 401(F) Senior Seminar**

Each student will do advanced work on a philosophical topic of his or her choice, involving the development of a specific research project, presentations of work in progress, critical discussion of the work of others, and preparation of a substantial final paper. Required of, and open only to, senior Philosophy majors.

Format: seminar. Requirements: final paper (15-20 pages), several intermediate drafts, attendance, participation.

Prerequisites: participants must be senior Philosophy majors. *Enrollment limit: 14 (expected: 10).*

Hour: 1:10-3:50 W

A. WHITE

### **PHIL 491(F)-W030 Senior Essay**

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

### **PHIL 493(F)-W031-494(S) Senior Thesis**

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

### **PHIL 497(F), 498(S) Independent Study**

## **PHYSICAL EDUCATION, ATHLETICS, RECREATION AND DANCE**

*Chair and Director, HARRY C. SHEEHY III*

Assistant Professors: D. BARNARD, S. BURTON, R. FARLEY, P. FARWELL, R. FISHER, J. GREENWOOD, E. GREES, K. HERMAN, D. JOHNSON, W. KANGAS, S. KUSTER, R. LAMB\*, Z. LEVY, S. LEWIS, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, J. MOORE, D. PAULSEN, M. PINARD, R. POHLE, A. RORKE, M. RUSSO, F. VANDERMEER, P. WELLS, M. WHALEN, R. WHITE. Instructors: F. BROOKS, K. CALLAHAN-KOCH, H. SILVA. Sports Medicine: M. FRAWLEY, R. STANT, L. WILK.

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in students an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of physical education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring semester. Four sections meet two times per week in seventy-five minute periods and two sections meet three times per week in fifty-minute periods.

The following courses are offered at various times during the year. A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students.

Badminton  
Basketball  
Broomball  
Canoeing  
CPR and First Aid  
Dance (African, Ballet, Modern)  
Diving  
Figure Skating  
Fly Fishing  
Golf  
Horseback Riding  
Ice Climbing  
Ice Hockey  
Kayaking  
Lifeguard Training  
Martial Arts  
Method Matwork, Pilates based  
Mountain Biking  
Outdoor Living Skills  
Qigong  
Rock Climbing  
Rowing

Running  
Sailing  
Ski Patrol  
Skiing (Alpine and Cross-Country)  
Snowboarding  
Snowshoeing  
Soccer  
Squash  
Swimming  
Swing Dance  
Tae Kwon Do  
Tai Ji  
Telemarking  
Tennis  
Trail Crew  
Volleyball  
Water Aerobics  
Weight Training  
Wellness  
Wilderness Leadership  
Women's Self Defense  
Yoga



## PHYSICS (Div. III)

Chair, Associate Professor TIKU MAJUMDER

Professors: CRAMPTON§§, K. JONES\*\*\*, WOOTTERS. Associate Professors: AALBERTS, S. BOLTON, MAJUMDER, STRAIT\*\*\*. Assistant Professors: TUCKER-SMITH, WHITAKER. Lecturer: BABCOCK. Laboratory Supervisor: FORKEY.

What is light? How does a transistor work? What is a black hole? Why are metals shiny? What is wave/particle duality? There are people for whom questions like these are of more than passing interest; some of them become Physics or Astrophysics majors. A physics student experiments with the phenomena by which the physical world is known and explores the mathematical techniques and theories that make sense of it. A Physics or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving insight into the fundamental principles of nature.

### ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under "Astronomy," along with a description of the Astronomy major also offered by that department (*see page 87*).

### PHYSICS MAJOR

#### *Introductory courses*

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141:

1) Physics 131 *Particles and Waves*. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.

2) Physics 141 *Particles and Waves—Enriched*. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 103, 104, and 105 or 106). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

#### *Advanced Placement*

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

#### *Requirements for the Major*

A total of ten courses in physics and mathematics are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses.

#### *Required Physics Sequence Courses*

Physics 141 Particles and Waves—Enriched  
or Physics 131 Particles and Waves

## Physics

Physics 142 Foundations of Modern Physics  
or Physics 151 Seminar in Modern Physics  
Physics 201 Electricity and Magnetism  
Physics 202 Waves and Optics  
Physics 210 Mathematical Methods for Scientists  
Physics 301 Quantum Physics  
Physics 302 Statistical Physics

### Required Mathematics Course

Mathematics 105 Multivariable Calculus *or* Mathematics 106 Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 105 or 106 taken elsewhere.

At least two more physics or other approved courses must be taken, bringing the total number of courses for the major to ten.

### Options

- 1) Mathematics 104 may be counted if taken at Williams
- 2) Mathematics 209 may substitute for Physics 210.
- 3) Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see "advanced placement" above).
- 4) An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.
- 5) Two approved Division III courses above the introductory level may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.
- 6) Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

### Preparation for Advanced Study

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

Physics 402T Applications of Quantum Mechanics  
Physics 405T Electromagnetic Theory  
Physics 411T Classical Mechanics

### Advising

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

### THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W031, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to participate in departmental colloquium talks.

### OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see *Introductory Courses* above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one semester courses designed for non-majors. This year there are three such offerings: Physics 100, Physics 109, and Physics/Religion 342.

### PHYS 100(S) Physics of Everyday Life (Q)

How do things work? What makes a car go or a bird fly? Why do microwaves heat food? How does a CD player work? Why are diamonds hard and metals shiny? How do we see? Science is all around us. From common objects to high technology, science is part of our everyday

lives. Amazingly, with a few powerful principles we can understand the materials that make up our world and the rules that govern their behavior—that's physics.

In this course we will explore the world we know and the microscopic components from which it is made, and we will extract from this exploration the central concepts underpinning contemporary physics. The mathematics used in the course will be basic algebra and trigonometry.

Format: lecture, three hours per week/home experiments. Evaluation will be based on weekly homework, a midterm, a project, and a final exam, all with a significant quantitative component.

No prerequisites. *Enrollment limit: 120 (expected: 75).*

Hour: 1:10-2:25 TF

WOOTTERS

### **PHYS 109(F) Sound, Light, and Perception (Q)**

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications.

The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Format: lecture/lab/discussion, three hours per week; occasional mini-tutorial-like meetings. Evaluation will be based on class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component.

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

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

Hour: 9:55-11:10 TR

AALBERTS and MAJUMDER

### **PHYS 131(F) Particles and Waves (Q)**

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces; Newton's laws; energy and momentum; and gravitation. The historical context in which these ideas developed will be discussed. We then turn to the basic properties of waves, such as interference and polarization, with emphasis on light waves. Finally, we bring the two strands together with a brief discussion of the wave-particle duality of modern quantum mechanics.

This course is intended for students who have not studied physics before or who have had some physics, but are not comfortable solving "word problems" that require calculus. (Students with strong backgrounds in the sciences are encouraged to consider taking Physics 141 instead.) Physics 131 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, hour tests, labs, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 103. *No enrollment limit (expected: 60).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

K. JONES

### **PHYS 132(S) Electromagnetism and the Physics of Matter (Q)**

This course is intended as the second half of a one-year survey of physics. In the first half of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields, and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted in a discussion of Faraday's Law of Induction. In the second half of the semester, we introduce several of the most central topics in twentieth-century physics. We will discuss Einstein's theory of special relativity as well as aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, labs, hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 131 or 141 or permission of instructor, *and* Mathematics 103. *No enrollment limit (expected: 60).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

S. BOLTON

### **PHYS 141(F) Particles and Waves—Enriched (Q)**

This course covers the same topics as Physics 131, but with a higher level of mathematical sophistication and more emphasis on waves. It is intended for students with solid backgrounds in the sciences, either from high school or college, who feel comfortable solving "word problems" that require calcu-

## Physics

lus. Physics 141 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly problem sets, quizzes and hour tests, and labs, all of which have a substantial quantitative component.

Prerequisites: high school physics and Mathematics 103 (or equivalent placement). *No enrollment limit (expected: 50).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

TUCKER-SMITH

### **PHYS 142(S) Foundations of Modern Physics (Q)**

The twentieth century has been an extremely productive and exciting time for physics. Special relativity has extended physics into the realm of high speeds and high energies. Quantum mechanics has successfully described phenomena at small energies and small distance scales. Our understanding of atoms, molecules, and solids has developed from a few revolutionary ideas into a sophisticated framework which today supports technologies that were unimagined in 1900.

This course will introduce many important developments in physics, including special relativity, the Bohr model of the atom, Schrodinger's wave mechanics in one dimension, the chemical bond, energy bands in solids, and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 141 and Mathematics 103, or equivalent; students may *not* take both Physics 142 and Physics 151. Physics 131 may substitute for Physics 141 with the permission of instructor. *No enrollment limit (expected: 50).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

WHITAKER

### **PHYS 151(F) Seminar in Modern Physics (Q)**

Why does a hot coal glow red rather than blue or green or some other color? Remarkably, this simple question could not be answered before the year 1900, because the answer depends on a radical assumption introduced in that year by Max Planck. His work on thermal radiation marked the beginning of a revolutionary era in the history of physics that culminated in a new framework for our understanding of the physical world. The two pillars of this framework, quantum mechanics and relativity, together with the ideas of statistical physics that allow us to apply quantum mechanics to macroscopic objects (such as hot coals), constitute the core of this course. As we study this material, we will also be exploring the process of research in physics, partly by doing some experiments of our own. We will discuss the interaction between experiment and theory, as well as the roles of simplicity, elegance and unity in the search for explanations. This is a small seminar designed for first-year students who have placed out of Physics 141.

Format: lecture/discussion, three hours per week; laboratory, every other week. Evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component.

Prerequisites: placement by the department (see advanced placement above). Students may take either Physics 142 or Physics 151 but not both. *Enrollment limit: 20 (expected: 14).*

Hour: 11:00-11:50 MWF

Lab: 1-4 W

WOOTTERS

### **PHYS 201(F) Electricity and Magnetism (Q)**

In this course, we study electromagnetic phenomena and their mathematical description. Topics include electromagnetic induction, alternating circuits, and the electromagnetic properties of matter. We also introduce Maxwell's equations, which express in remarkably succinct form the essence of the theory.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Mathematics 105 or 106. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,T

STRAIT

### **PHYS 202(S) Waves and Optics (Q)**

Wave motions are characteristic of almost every type of material, including strings, springs, water, and solids. They also describe the behavior of electromagnetic fields and elemental matter. Despite these diverse settings waves exhibit many common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves, and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

## Physics

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 201, Physics/Mathematics 210 *or* permission of instructor. *No enrollment limit (expected:25).*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,R

MAJUMDER

### **PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)**

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in TrueBasic will be offered for students who do not already have a background in programming.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, a midterm exam and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 105 or 106 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

WOOTTERS

### **PHYS 301(F) Quantum Physics (Q)**

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210. *No enrollment limit (expected:15).*

Hour: 9:00-9:50 MWF

Lab: 1-4 M,W

WHITAKER

### **PHYS 302(S) Statistical Physics (Q)**

The natural world is built with many small components interacting in a simple but coordinated way. With a statistical view, we may make sense of the cooperative phenomena which emerge.

For example, we can associate macroscopic thermodynamic properties with ensembles of microscopic states. With calculations and simple numerical exercises we shall probe a wide variety of physical phenomena: magnetism, gasses, heat engines, thermal radiation, electrons in solids, polymers, random walks in fluids or in the stock market, and genomic information.

Format: lecture, three hours per week /computer laboratory, 1 1/4 hours per week. Evaluation will be based on weekly problem sets, quizzes, labs and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Physics 210. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

Lab: 2:35-3:50 T

AALBERTS

### **PHYS 315(F) Computational Biology (Same as Computer Science 315 and INTR 315) (Q)**

The goal of bioinformatics and biological physics is to find the right models to capture the essence of genomic and other biological data and provide quantitative predictive power that enables new questions to be posed. Statistical physics provides a mathematical framework and tools for finding and characterizing biological information. Students will learn the algorithmic tools to match genomic sequences, locate sequences that code for proteins or that control gene expression, identify the function of genes, or model protein folding.

Format: lecture, three hours per week; laboratory, 1.5 hours per week. Evaluation will be based on weekly problem sets, programming assignments, a midterm exam and a final exam, all of which have a significant quantitative or formal reasoning component.

Prerequisites: previous programming experience, Mathematics 105, and either Physics 142 or 151, Chemistry 153 or 155 or 256, or permission of instructor. *Enrollment limit: 30 (expected: 20).*

Hour: 1:10-2:25 MR

Lab: 2:35-3:50 R

AALBERTS

### **PHYS 316 Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Not offered 2003-2004; to be offered 2004-2005) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/phys/phys316.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys316.html))

## Physics

### **PHYS 332(S) (formerly 318) Materials Science: The Chemistry and Physics of Materials (Same as Chemistry 332) (Q)**

Materials Science is a broad study of the physical properties of substances, such as hardness, elasticity, electrical conductivity, and optical properties. This course investigates the relationship between microscopic structure and macroscopic properties of polymers (plastics, elastomers, liquid crystals), electronic materials (semiconductors, conducting polymers, and superconductors) and solids (metals, magnets, ceramics, minerals, and glasses). We approach these topics from both physical and chemical perspectives, reflecting the interdisciplinary nature of the field. For instance, we explore how the underlying structure of materials arises from quantum mechanics and how temperature determines collective response properties such as elasticity or conductivity. This course also studies the design of new materials and their synthesis at the molecular level.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, reviews of research articles, a midterm exam, a final exam, and a final paper, all of which have a significant quantitative component.

Prerequisites: one year of introductory Chemistry (101,102 or 103, 104, or 151, 156 or 153, 156 or 155, 156 ), one year of introductory Physics (131,132 or 141,142), and one 200-level course in either Chemistry or Physics; or permission of instructor(s). *No enrollment limit (expected: 25).*

Hour: 8:30-9:45 TR

L. PARK and AALBERTS

### **PHYS 342(S) Science and Religious Experience (Same as Religion 342 and INTR 342)**

(See under IPECS—INTR 342 for full description.)

*Satisfies one semester of the Division II requirement. It is recommended for students interested in the implications of science for other disciplines, but it may not be used to satisfy the Division III distribution requirement or the minimum requirements for the Physics or Astrophysics major.*

### **PHYS 402T Applications of Quantum Mechanics (Not offered 2003-2004; to be offered 2004-2005) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/phys/phys402.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys402.html))

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### **PHYS 405T(F) Electromagnetic Theory (Q)**

We will review Maxwell's equations and use them to study a range of topics—electric fields and matter, magnetic materials, light, radiation—exploring phenomena and seeking to gain an intuitive understanding. We will also learn some useful approximation techniques and some beautiful mathematical tools.

The class will meet as a whole once per week for an hour lecture on new material and to discuss questions on the readings. Each week a second tutorial meeting with the instructor will be scheduled; here, students will take turns working problems on the chalkboard. Written solutions to problems will be due a few days after the tutorial meeting.

Format: tutorial, 1&1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 20 (expected: 10).*

Hour: 1:10-2:25 F

S. BOLTON

### **PHYS 411T Classical Mechanics (Not offered 2003-2004; to be offered 2004-2005) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/phys/phys411.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys411.html))

K. JONES

### **PHYS 418(S) Gravity (Q)**

This course is an introduction to the currently accepted theory of gravity, Einstein's general theory of relativity. We begin with a review of special relativity in terms of spacetime vectors and tensors, and we introduce the stress-energy tensor, which is the source of gravity. We study the mathematical description of curved spacetime and develop an intuitive justification for Einstein's equation, relating the stress-energy tensor (matter) to the curvature of spacetime (gravity). Finally we study in some detail two solutions of Einstein's equation: the Schwarzschild solution, which applies to a spherically symmetric star, and the Friedmann model of an expanding universe.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, a midterm and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 301 or Physics 405 or Physics 411 (students with strong math backgrounds are invited to consult with the instructor about a possible waiving of the prerequisites). *No enrollment limit (expected: 19).*

Hour: 10:00-10:50 MWF

TUCKER-SMITH

*Courses numbered 450 through 459 are independent reading courses in advanced topics. Students will read a textbook or other material and work problems. Once a week the students and the instructor will meet for discussion and student presentations. Due to the initiative and independence required, interested students should consult with the instructor before registering for one of these courses. Enrollments will be limited, usually to 4 or fewer.*

### **PHYS 451 Solid State Physics (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/phys/phys451.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys451.html))

STRAIT

## Physics, Political Economy

### **PHYS 454 Elementary Particle Physics (Not offered 2003-2004) (Q)**

(See online: [www.williams.edu/Registrar/catalog/depts/phys/phys454.html](http://www.williams.edu/Registrar/catalog/depts/phys/phys454.html))

WHITAKER

### **PHYS 493(F)-W031, W031-494(S) Senior Research**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*. Prerequisites: permission of the department. *Senior course*.

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### **ASPH 493(F)-W031, W031-494(S) Senior Research in Astrophysics**

(See under Astrophysics for full description.)

Members of the Astronomy and Physics Departments

### **PHYS 497(F), 498(S) Independent Study**

MAJUMDER

## **POLITICAL ECONOMY (Div. II)**

*Chair*, Associate Professor JAMES E. MAHON

*Advisory Committee*: Professor: MAHON. Associate Professors: GOLLIN\*\*\*, C. JOHNSON, SHANKS, ZIMMERMAN. Assistant Professors: BAKIJA\*\*, OAK.

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in the shaping of public policy. The major includes substantial study of the central analytical approaches in both political science and economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. In the junior and senior years a conscious merging of the approaches in the two fields is undertaken in the three required Political Economy courses. (These courses are designed by, and usually are taught jointly by, political scientists and economists.) Political Economy 301 examines major writings in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines interactions of political and economic forces in contemporary international affairs. Political Economy 402 examines such interactions in selected current public policy issues. Background for these senior courses is acquired through courses in international economics, public finance, and domestic and international/comparative politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement.

**MAJOR** (*Note: The Economics sequence reflects recent changes in that department's offerings. Economics 110-120 replaces Economics 101-251-252 only for those with no prior Economics courses.*)

Economics 110 Principles of Microeconomics

Economics 120 Principles of Macroeconomics

Political Science 201 Power, Politics, and Democracy in America

or Political Science 203 Introduction to Political Theory

Political Science 202 World Politics: An Introduction to International Relations

or Political Science 204 Introduction to Comparative Politics: Nationalism, Religion, and State Power

Economics 205 Public Finance

or Economics 215 The World Economy

or Economics 358 International Economics

or Economics 360 International Monetary Economics

or Economics 507 International Trade and Development

or Economics 509 Developing Country Macroeconomics

or Economics 513 Open-Economy Macroeconomics

Economics 253 Empirical Economic Methods

or Economics 255 Econometrics

Political Economy/Economics 301/Political Science 333 Analytical Views of Political Economy

Political Science 316 Public Policymaking in the U.S.

or Political Science 209 Poverty in America

or Political Science 215 Bureaucracy and American Politics

or Political Science 216 Constitutional Law II: Individual Rights

or Political Science 219 Constitutional Law I: Structures of Power

## *Political Economy*

*or* Political Science 270T Environmental Policy  
*or* Political Science 317 Environmental Law

Political Science 220 Managing Global Commons  
*or* Political Science 227 Ethics and Interests in International Politics  
*or* Political Science 100 Asia and the World  
*or* Political Science 223 International Law  
*or* Political Science 229 Global Political Economy  
*or* Political Science 265 The International Politics of East Asia  
*or* Political Science 326 Hierarchies in International Relations  
*or* Political Science 341 Wealth and Power in East Asia

Political Economy 401 Politics of the International Economy  
Political Economy 402 Political Economy of Public Policy Issues

### THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W031) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair before spring registration. Written guidelines for such proposals are available in the chair's office or on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline should be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in early summer, when spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

### COURSE NUMBERING SYSTEM

The numbering system for courses offered and required in Political Economy is identical to the system outlined on page 44.

#### **POEC 301(F) Analytical Views of Political Economy (Same as Economics 301 and Political Science 333)**

This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines three major systems of thought in relation to the historical development of capitalism in Western Europe: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Stuart Mill, R. H. Tawney, and John Maynard Keynes. The second part considers more recent writings that revise and critique liberalism from a variety of perspectives. The historical focus of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy, while classroom discussion involves frequent reference to current public policy issues.

Format: discussion/lecture. Requirements: eight 2-page papers and a final exam.

Prerequisites: one course in Economics and *either* Political Science 201 *or* 203 *or* AP credit in American Politics (or permission of instructor). *Enrollment limit: 35 (expected: 32). Preference given to Political Economy majors and sophomores intending a Political Economy major.*

*Required in the Political Economy major but open to non-majors.*

Hour: 1:10-2:25 MR

OAK and MAHON

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

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

#### **POEC 401(F) Politics of the International Economy**

This course examines major issues in the politics of the international economy. After briefly considering various theoretical perspectives on international political economy, it analyzes important issue-areas including: trade; capital movements; the organization of production; immigration; and the role of international organizations in addressing global economic and ecological issues.

Format: discussion/lecture/seminar. Requirements: several short papers, a group project, and a final exam. In addition, class attendance and participation are essential.



## *Political Economy, Political Science*

Prerequisites: a course in international economics or Economics 110-120, or the equivalent; satisfaction of the international/comparative Political Science course requirement (see list of major requirements above) prior to or concurrently with this course. *Enrollment limit: 20 (expected: 10-20). Preference given to Political Economy majors.*

*Required in the major but open to non-majors.*

Hour: 8:30-9:45 TR

GOLLIN and LEHMAN

### **POEC 402(S) Political Economy of Public Policy Issues**

The core of this course consists of analyses by student study groups of current issues of public policy. The student groups investigate the interacting political and economic aspects of an issue, do extensive reading, conduct interviews in Washington (during spring recess) with public and private officials, write a major report on their findings and recommendations, and defend it orally in a public session. Format: seminar with student presentations.

Prerequisites: Economics 253 or 255; satisfaction of the Political Science U.S. institutions and policy-making course requirement (see list of major requirements above).

*Required in the major and open only to Political Economy majors.*

Hour: 9:55-11:10 TR

BAKIJA and C. JOHNSON

### **POEC 493(F)-W031 Honors Thesis**

## **POLITICAL SCIENCE (Div. II)**

*Chair, Associate Professor CHERYL L. SHANKS*

Professors: CRANE\*, JACOBSON\*\*\*, MACDONALD, MAHON, MARCUS, REINHARDT, A. WILLINGHAM\*. Associate Professors: C. JOHNSON, MCALLISTER, SHANKS. Assistant Professors: M. DEVEAUX, GARSTEN, M. LYNCH, MELLOW, PAUL. Visiting Assistant Professors: J. LEE, LEHMANN. Adjunct Professor: K. LEE.

Politics is most fundamentally about community—it is how we manage to live together and craft a common destiny. Communities, however, need power, and political science therefore attends to the ways power is grasped, maintained, challenged, or justified. The contest over power gives politics its drama and pathos. Since power may be used wisely or foolishly, rightly or cruelly, politics affects our lives most profoundly. No matter whether we find it distasteful, inspiring, appalling or alluring, politics is for high stakes. For this reason, the effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own foci. To this end, the department offers two routes to completing our major, both requiring nine (9) courses. On the one hand, we invite students to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political philosophy, and comparative politics). On the other, we encourage students to develop individual concentrations reflecting their particular interests regardless of subfields.

### **MAJOR**

**SUBFIELD CONCENTRATION ROUTE:** Upon declaring a major, students choose a subfield from American politics, international relations, political theory, and comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield, and includes the appropriate core course from 201-204, two electives at the 200 or 300 level of the student's choice and the senior seminar (or an individual project) in the student's subfield. (A degree with honors in Political Science requires two (2) additional courses which DO NOT count toward the nine (9) major requirements.) With permission of the department chair, students may take a senior seminar in a different subfield, providing the student takes a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all courses at the 100 level and all methods courses also count toward the breadth requirement).

**INDIVIDUAL CONCENTRATION ROUTE:** Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has his or her choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan.

### **ADVISEMENT**

When a student chooses to major in Political Science (usually at the end of the sophomore year), he or she may register with any Political Science faculty member at the designated time and places. The

## Political Science

registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor whose interests match theirs. In all cases students will be paired by the end of their sophomore year with an advisor who will continue with them through graduation.

### COURSE NUMBERING

The course numbering used by the Political Science Department reflects the format and specialization of a course more than its level of difficulty. The 100-level courses are designed to address questions of broad political interest. The courses are pitched both to those considering and not considering political science as a major. The 200-level courses are divided between our core courses and our electives. The core courses, numbered between 201-204, serve as introductions both to the substance of the politics and the subfields organizing the study of politics. The core courses, which were previously numbered at the 100 level, are open to all students, including first-year students and non-majors. The 200-level elective courses provide general overviews of political processes, problems and philosophies in a way generally accessible without prerequisites. 300-level courses are more specialized and usually require prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors.

### WINTER STUDY PROJECT

The department welcomes relevant WSP 99 proposals that can make important contributions to the student's understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

### THE JUNIOR YEAR ABROAD

A major in Political Science can be readily and usefully combined with study in a foreign country. Normally, no more than two semester courses taken abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

### THE DEGREE WITH HONORS IN POLITICAL SCIENCE

The Political Science Department grants honors to candidates who, (1) complete the Senior Seminar, (2) receive at least a grade of 3.50 on a Senior Thesis (493-W031-494), and (3) have a minimum GPA of 3.5 in Political Science.

To become a candidate for honors the student must, (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, and (3) have a minimum GPA of 3.5 in Political Science for the first six semesters. (Political Science 493-W031-494 DO NOT count toward the total of nine required of all majors.)

### ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-W033-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project's promise for creative contributions to the understanding of American politics, political institutions and thought.

#### **PSCI 100 Asia and the World (Same as Asian Studies 201) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci100.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci100.html))

CRANE

#### **PSCI 100 Politics and Freedom (Same as American Studies 100) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci100.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci100.html))

REINHARDT

#### **PSCI 101 Seminar: Cultural Imperialism (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci101.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci101.html))

SHANKS

#### **PSCI 101(F) (Section 01) Seminar: Moral and Political Reasoning (W)**

How do we make difficult moral decisions: from empathy and concern, or impartial reason? How *should* we make moral decisions? Do justice and morality require that we give equal consideration to everyone in society? And what about concern for the lives and conditions of people outside one's country? Moral and political thinkers have always disagreed on the motives and considerations that should guide people's judgements. Nowhere is this disagreement more apparent than in political theory and practice. When considering whether a public policy is fair and just, some say we should consider only whether it contributes to the overall or public good. Others say we should pay attention to how a policy affects specific groups—or even how a policy or action affects those we love. This course examines these and other dilemmas in our moral and political reasoning and decision-making

by examining both classic texts in moral and political theory and recent readings on concrete issues, such as abortion, the morality of public officials, refugee policy, and human rights.

Format: seminar/discussion. Requirements: class participation, a weekly 1-page critical response piece, three written assignments of 5-8 pages (with mandatory drafts and rewrites), and final exam. *Enrollment limit: 19 (expected: 19). Open only to first-year students; others with permission of instructor.*

Hour: 2:35-3:50 MR

M. DEVEAUX

**PSCI 101 Small is Beautiful: The Greens and Globalization (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci101.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci101.html))

PAUL

**PSCI 101 Activism (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci101.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci101.html))

SHANKS

**PSCI 102(S) Seminar: The War on Terrorism**

In the aftermath of the September 11, 2001 attacks, the Bush administration declared a “war on terrorism.” This seminar will address the war on terrorism, what is meant by it, what it entails for domestic and international policies, and what rides on defining the enemy as “terrorism” (as opposed, say, to Bin Laden). It will examine the implications for the Republican and Democratic parties of declaring the war on terror (looking at the early presidential campaign where appropriate) and the tension between heightened security concerns and civil liberties. Finally, we will consider the war with Iraq, the relationship of the Iraq war to the war on terrorism, and the extent to which the war on terrorism is motivating American foreign policy versus the extent to which it is rationalizing policies that originate independently of the war on terrorism.

Format: seminar. Requirements: class participation in discussions and writing three papers.

No prerequisites. *Enrollment limit: 18 (expected: 18). Preference given to first-year students.*

Hour: 11:00-12:15 MWF

MACDONALD

**PSCI 120(F) America and the World After September 11**

The terrorist attacks of September 11 and the war in Afghanistan raised fundamental questions about the past and future course of American foreign policy. While virtually no one defended the terrorist attacks, many academics argued that the root causes of September 11th were supposedly to be found in the flaws of the American approach to the world. In this view, America is an arrogant, unilateralist country that ignores the views and perspectives of the rest of the world community, relies far too much on its overwhelming military power, and often acts against its ideals and values by supporting repressive and unpopular regimes. This course has three primary objectives. First, we will assess important critiques of contemporary American foreign policy from both the left and right of the political spectrum. Second, we will examine the historical and intellectual background of both supporters and critics of American foreign policy in the post Vietnam War era. Third, in the aftermath of September 11 we will attempt to answer the most important question of all for any analysis of American foreign policy: What is to be done? While current issues of American foreign policy will be addressed in this class, potential students should note that its primary focus is not placed on the technical/military elements of combating terrorism.

Format: lecture/discussion. Requirements: assignments will include weekly response papers, two 5- to 7-page papers, and a comprehensive in-class final exam. Students will also be required to obtain free online subscriptions to the *New York Times* and other current periodicals.

No prerequisites. *Enrollment limit: 50 (expected: 50). Preference given to first-year students and sophomores.*

*International Relations Subfield*

Hour: 11:20-12:35 TR

MCALLISTER

**PSCI 125(S) (formerly 324) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Leadership Studies 125)**

(See under Leadership Studies for full description.)

**PSCI 198T(S) The Democratic Deficit (W)**

Today more people than ever before live in democracies, yet more and more individuals feel that they have decreasing say in decisions that affect their lives. International organizations make decisions about everything from government spending on education to how much an ivory poacher should be fined, technocrats make decisions about missile programs and interest rates, and intelligence agencies make decisions about civil liberties and internet access. Poverty, illiteracy, and intimidation effectively disenfranchise citizens within each country, while international boundaries legitimate the voicelessness of those outside. If democracy is so important to us, why do we allow, and even encourage, this distancing? Whose interests does this “democratic deficit” serve? Should it be challenged? By whom? This tutorial confronts these questions on a theoretical and philosophical level, and on an empirical one. Throughout the semester, we will consider what democracy is, and why it is valued and decried. We will examine formal mechanisms set up to encourage participation and to overcome democracy’s weaknesses, and informal strategies that citizens and noncitizens, criminals and lobbyists,

## Political Science

use to influence outcomes. Case studies from around the world, at the village, provincial, national and international levels will focus our assessment of how, and to what end, this gap operates politically. Format: tutorial. Requirements: 5 papers and 5 critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Hour: 2:35-3:50 TF

SHANKS

### **PSCI 201(FS) (formerly 110) Power, Politics, and Democracy in America**

Begun as an experiment over 200 years ago, the American constitutional order has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course will introduce students to the dynamics and tensions that have animated the American political order and that have nurtured conflicting assessments. Topics will include the primary institutions of national government (Congress, the Presidency, and the Supreme Court) as well as the politics of policy-making in the United States. We will study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we will explore questions such as these: How is power allocated? What produces political change? Is there a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do our institutions produce good policies, and how do we define what is good? How are the politics of America different from the politics of other modern democracies?

Format: lecture/discussion. Requirements: two short papers, one exam, multiple one-page reading response papers, and class participation.

No prerequisites. *Enrollment limit: 39 per section (expected: 37 per section). This is an introductory course, open to all, including first-year students.*

*American Politics Subfield*

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF

First Semester: MELLOW

11:20-12:35 TR, 2:35-3:50 MR

Second Semester: MARCUS, WILLINGHAM

### **PSCI 202(FS) (formerly 120) World Politics: An Introduction to International Relations**

International politics differs from domestic politics in the absence of centralized, legitimate institutions. Anarchy characterizes the world of sovereign states—there is no world government, nor agreement that one is desirable or even possible. This lack of a common authority means that any dispute among countries is up to the countries themselves to settle, by negotiating, appealing to shared norms, or using force. For this reason, while international relations involves many of the same topics that consume domestic politics—ethnic antagonisms, spending on aid, war, national identity, inequality, weapons manufacture, finance, loans, pollution, migration—it shares few of the same processes for dealing with them. This course covers problems central to international relations. It considers the importance that this radical decentralization has for achieving values we hold, and examines processes that might undermine or support the anarchical system in which we live.

Format: fall semester is lecture, possible discussion sessions; spring semester is a “lecture” class and requirements are two papers, a final exam, reading response papers, and class participation.

No prerequisites. *Enrollment limit: 40 per section (expected: 40 per section). This is an introductory course, open to all, including first-year students.*

*International Relations Subfield*

Hour: 11:00-12:15 MWF

First Semester: PAUL

8:30-9:45 TR, 11:00-12:15 MWF

Second Semester: LEHMANN

### **PSCI 203(FS) Introduction to Political Theory**

What is justice? What does it entail for individuals and communities? How can it be secured, socially and politically? Who decides? On what basis? These questions have been controversial since their earliest formulations, and they remain controversial now. This course introduces the study of political theory by exploring some of the key controversies. Drawing on both contemporary and classic theories, and using practical examples from today’s world, we will examine justice in relation to such themes as authority, equality, democracy, power, oppression, liberalism, capitalism, bureaucracy, community, cultural pluralism, and rights. Specific theorists will vary from year to year, but may include such thinkers as Plato, Aristotle, Hobbes, Machiavelli, Locke, Rousseau, Marx, Mill, Nietzsche, Weber, Arendt, Rawls, and Foucault.

Format: lecture/discussion. Requirements: two (5-page) papers and a final exam.

No prerequisites. *Enrollment limit: 25 (expected: 20). This is an introductory course; open to all, including first-year students.*

*Political Theory Subfield*

Hour: 8:30-9:45 TR

First Semester: GARSTEN

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

Second Semester: REINHARDT

### **PSCI 204(S) Introduction to Comparative Politics: Nationalism, Religion, and State Power**

It turns out that most of the currently important issues in world affairs—e.g., religiously inspired terrorism, dangerous dictators, and the desperate poverty that follows the failure of state institutions—can be best understood as the products of the interaction of international and domestic social and political processes. The course begins with important foundations of social and political theory. It

then proceeds to an extended discussion of the interactions among war, nationalism, economics, and the development of the modern nation-state. After a section in which we consider the United States in this comparative perspective, we proceed to discuss the forces—globalization, international institutions, new universalistic religious radicalism, new global social movements—that some expect to supersede the nation-state.

Format: discussion/lecture. Requirements: several short papers and a final exam.

No prerequisites. *Enrollment limit: 39 per section (expected: 30 per section). This is an introductory course, open to all, including first-year students.*

*Comparative Politics Subfield*

Hour: 1:10-2:25 MR

MAHON

**PSCI 207 Political Elections (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci207.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci207.html))

MARCUS

**PSCI 208 The Politics of Family Policy (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci208.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci208.html))

C. JOHNSON

**PSCI 209(F) Poverty in America (W)**

Scholars and politicians have argued about the extent of inequality and the intractability of poverty in the United States. This course will address the phenomena of inequality and poverty. The issues we will explore include: What is poverty and who are the poor? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the United States government adopted certain kinds of policies to address poverty but not others? We will discuss the validity of these theories and policies from an empirical as well as a normative perspective.

Format: discussion/lecture. Requirements: class participation, multiple short papers, peer review and revision of written work.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Political Science, Women and Gender Studies, and Political Economy majors. Open to first-year students with Advanced Placement credit in American Politics.*

*American Politics Subfield*

Hour: 11:20-12:35 TR

C. JOHNSON

**PSCI 211(F) Public Opinion and Political Behavior**

The focus of this course is the role of public opinion in democracy. 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 remain: In the early 1990s the American public quickly becomes interested in drought and starvation in Somalia, though starvation is not a problem just experienced in Somalia, and the American government intervened, if briefly and unsuccessfully. Some have claimed that American journalists successfully provoked the American public to go to war (the Spanish-American War, "Remember the Maine"), or to withdraw from war (another Viet Nam). We see political leaders make use of the "bully pulpit" to rally support for their agendas, efforts that sometimes succeed and other times fail.

We shall explore public opinion in American politics. There are many interesting questions awaiting us this semester. Among these: How do events and crises influence public opinion? Which psychological, sociological, and political variables affect the public opinion? When and under what circumstances do pressure groups influence the formation of public opinion on current domestic and international issues? When do mass beliefs alter individual voter's choices? When and how do political leaders influence public opinion and when does public opinion influence political leaders? In addition, we will have direct access to the holdings of the Roper Center, using iPOLL, which enables direct exploration of the thousands of polls on American public opinion from 1937 to today.

Format: lecture/discussion. Requirements: an 8- to 12-page research paper as well as a midterm and final examination.

*Enrollment limit: 35 (expected: 20). Open to all.*

*American Politics Subfield*

Hour: 8:30-9:45 TR

MARCUS

**PSCI 213(S) Theory and Practice of Civil Rights Protest\***

Analysis of the ideas, leadership, tactics, and pivotal episodes of the American Civil Rights Movement. The course will focus on the period from post-World War II through the 1960s with attention to primary writings about race segregation, civil disobedience, mass political movements, and the conditions that promote and hinder the effective exercise of citizenship rights by racial minorities. Requirements: a midterm, a paper, and a final exam.

No prerequisites. *Enrollment limit: 39. Open to first-year students with Advanced Placement credit in American Politics.*

*American Politics Subfield*

Hour: 8:30-9:45 MWF

A. WILLINGHAM

## Political Science

### **PSCI 214 (formerly 313) Congressional Politics (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci214.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci214.html))

### **PSCI 215 FBI, FDA, EPA and All the Rest: Bureaucracy and American Politics (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci215.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci215.html))

C. JOHNSON

### **PSCI 216 Constitutional Law II: Individual Rights (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci216.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci216.html))

JACOBSON

### **PSCI 218(S) The American Presidency**

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 rights? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Format: lecture/discussion. Requirements: one exam, two short to medium length papers, small group projects, and class participation.

No prerequisites. *Enrollment limit: 24 (expected: 24). Open to first-year students with Advanced Placement credit in American politics. Preference will be given to Political Science majors.*

*American Politics Subfield*

Hour: 9:55-11:10 TR

MELLOW

### **PSCI 219(F) Constitutional Law I: Structures of Power**

*Constitutional Law* is offered in two courses. Students are encouraged to take them in sequence but may elect not to, or to enroll in only one. The focus of both courses is on one of the most vital aspects of politics: interpreting and applying the nation's fundamental rules. The emphasis is on the United States Supreme Court and the exercise of judicial review. In this class we examine the structure of power in a constitutional democracy, exploring contests over authority from John Marshall and Thomas Jefferson to Bill Clinton and Kenneth Starr. Some of the topics to be considered include: the powers of the federal and state governments, the executive's emergency powers, and the Supreme Court's authority to nullify the acts of other branches. Under these general headings are to be found such issues as the power to regulate firearms, the power to establish an office of independent counsel, the power to overturn a judicial decision through congressional action, the power to deprive citizens of rights during wartime, the power to define the terms of impeachment, and the power to decide the outcome of a presidential election. Much of the reading is of Supreme Court opinions that highlight the politics of constitutional development.

Format: lecture/discussion. Requirements: a midterm, a final exam, and a critical paper of short to medium length.

No prerequisites. *Enrollment limit: 39. Open to first-year students with Advanced Placement credit in American politics.*

*American Politics Subfield*

Hour: 9:55-11:10 TR

JACOBSON

### **PSCI 221(F) The Causes of War**

Developing a general theory of the causes of war has been one of the most important tasks for students of international relations. This course will survey the most influential theoretical perspectives on the causes of war, including approaches at the systemic, national, and individual levels of analysis. We will then examine how well these general theories help us to understand the specific origins of the First and Second World Wars, as well as the absence of Great Power war after 1945. The final part of the course will examine the possible causes of future wars and conflicts in the twenty-first century. Requirements: one 7- to 8-page paper, a midterm, and a final exam.

No prerequisites.

*International Relations Subfield*

Hour: 11:20-12:35 TR

LEHMANN

### **PSCI 222(S) The United States and Latin America\***

This course is a historical survey of the most important political divide in the Western Hemisphere, between the U.S. and the countries of Latin America. The first part of the course will emphasize topics such as U.S. diplomacy toward revolutions and independence movements in Haiti and the Spanish

colonies; imperialism and the so-called Spanish-American war of 1898; the Panama Canal; and the Good Neighbor Policy. The middle part of the course will concentrate on the Cold War period, considering how enduring economic interests and new strategic priorities shaped the U.S. response to leftist movements and regimes in Guatemala, Cuba, Chile and Nicaragua, as well as the role of human-rights concerns in policymaking. The final part of the course will discuss, in historical perspective, the main issues that have arisen with the end of the Cold War: trade and investment, drugs, immigration, "post-modern" guerrilla movements, and the embargo on Cuba.

Format: lecture/discussion. Requirements: two short (5-page) papers and either a third short paper and a regular final exam or a medium-length (12-page) research paper and an abbreviated final exam.

No prerequisites. *Enrollment limit: 39. Preference given to Political Science majors.*

*International Relations Subfield*

Hour: 1:10-2:25 TF

MAHON

**PSCI 223 International Law (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci223.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci223.html))

SHANKS

**PSCI 224 Ethnic Conflict in World Politics (Not offered 2003-2004) (W)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci224.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci224.html))

M. LYNCH

**PSCI 225(S) International Security**

What is security? While international security once primarily referred to military conflict and the threat of nuclear war, today it often refers to the environment, the movement of peoples, biological and chemical weapons, and other non-traditional sources of insecurity. This class examines a wide range of conceptions and problems of international security, traditional and non-traditional, and considers the prospects for cooperation to overcome these threats. It first asks whether the focus of security studies should be individual human beings, states, the world as a whole, or something else. It then asks whether security should be seen as primarily competitive, so that one's security can only be enhanced by threatening the security of another, or primarily cooperative, so that one's security is best protected by increasing the security of others. It also evaluates the various mechanisms by which states and non-state actors can act to increase the security of individuals, groups, and the world, as well as the extent to which they are likely to act in these ways.

Format: lecture/discussion. Requirements: final exam, two papers, and reading response papers.

No prerequisites; but Political Science 202 is recommended. *Enrollment limit: 40 (expected: 40).*

*International Relations Subfield*

Hour: 8:30-9:45 TR

M. LYNCH

**PSCI 227 Ethics and Interests in International Politics (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci227.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci227.html))

SHANKS

**PSCI 229(S) Global Political Economy**

Thirty years ago the production, distribution, consumption and accumulation of goods, services and capital were predominantly national, organized by nation-states and within national territories. Today they all are increasingly global in scope, and nation-states find themselves more and more the subjects of mobile transnational corporations, international trade tribunals, global currency markets and natural resources cartels than their masters. All of these developments have direct and far-reaching effects on the power of states, the wealth of societies, and the life chances of billions of people around the world. This course offers a broad introduction to the politics of global economic relations, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. It begins with a short overview of liberal, economic Nationalist, Marxist and green theoretical traditions (including Smith, Keynes, List, Marx, Polanyi and others) and a study of the emergence of the contemporary global order. We will examine both global trade and global finance, along the way focusing on important issues of current interest including free trade and the WTO, the spread of transnational corporations, dollarization, international labor standards, uneven development and the cultural underpinnings of consumerism.

Format: lecture/discussion. Requirements: two critical papers, final exam, small discussion group projects.

No prerequisites. *Enrollment limit: 39 (expected: 39). Preference given to Political Science majors.*

*International Relations Subfield*

Hour: 11:20-12:35 TR

PAUL

**PSCI 230 American Political Thought (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci230.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci230.html))

**PSCI 231(F) Ancient Political Thought (Same as Philosophy 231)**

What is the best way to live? What is justice? Who should rule, and how? These fundamental questions were at the heart of ancient Greek and Roman political philosophy, and they will be at the heart of this course. Emphasis will be placed on key writings by Plato, Aristotle and Cicero, but the course will also cover several pre-Socratic, Hellenistic and early Christian texts. Readings will come in a variety of forms - dialogues, dramatic plays, aphorisms, philosophic treatises and personal confes-

## Political Science

sions.

Format: seminar. Requirements: two 5-page papers and one 8-page paper.

No prerequisites. *Enrollment limit: 39 (expected: 20). Preference given to Political Science majors.*

*Political Theory Subfield*

Hour: 11:20-12:35 TR

GARSTEN

### **PSCI 232(S) Modern Political Thought (Same as Philosophy 232)**

The course will cover key texts and themes in the history of European political thought from the sixteenth to the early twentieth centuries, including works by Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, Marx, Nietzsche and Weber. Emphasis will be placed on the origin and development of ideas that remain central to contemporary Western understandings of politics, such as individual rights, representation, toleration, consent, historical progress, and the fact-value distinction.

Format: lecture/discussion. Requirements: two 5-page papers and one 8-page paper.

No prerequisites. *Enrollment limit: 39 (expected: 25). Preference given to Political Science majors.*

*Political Theory Subfield*

Hour: 8:30-9:45 MWF

GARSTEN

### **PSCI 235(S) Multiculturalism and Political Theory\***

Some cultural minority groups in democratic states demand “special” social and political arrangements to accommodate their distinct identities, languages and ways of life. Is this a requirement of justice in plural societies? What exactly is the basis for these claims? Do demands for community autonomy—such as separate religious schools, instruction in one’s own language, or native self-government—jeopardize democratic commitments to universal rights and citizenship, or to a division of church and state? Or are such arrangements required in order to make good on liberal and democratic commitments to justice for all in culturally plural societies? We’ll look at recent responses by several political philosophers to the justice claims of cultural minority groups.

Requirements: two papers (6-10 pages) and a final take-home exam.

No prerequisites.

*Political Theory Subfield*

Hour: 1:10-2:25 MR

M. DEVEAUX

### **PSCI 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci239.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci239.html))

A. WILLINGHAM

### **PSCI 240(S) (formerly 342) Intolerance and Political Tolerance**

At the beginning of the last century, most people and analysts expected steady democratization and prosperity. We now know better. The twentieth century, for all its economic and technological improvements, has also witnessed terrible intolerance, from attacks on civilians in war to ethnic purging to the holocaust. Intolerance has led to wars between states, to violence within states (such as Bosnia, Rwanda, and Kosovo, among the most recent). However, there are successes, Chile, South Africa, Germany, Portugal, and others, recovered as stable democracies from authoritarian rule. Hence the three questions posed by this course: 1) what are the most important factors in producing and increasing intolerance; 2) what are the factors that produce and strengthen tolerance; and 3) what can be done to increase a society’s tolerance, both in the United States and abroad? This course makes use of historical, political, and literary sources.

The course begins with the standard explanations of what makes societies prosperous and peaceful as well as explains malevolence in its various forms. We then turn to the events of the twentieth century to explore what accounts for instances of success and of failure.

Format: lecture/discussion. Requirements: students will select a case to explore and write a 10- to 14-page report as well as take a midterm and final examination.

No prerequisites. *Enrollment limit: 35 (expected: 20). Preference given to students with a background in Political Science, Psychology and/or Philosophy.*

*American Politics, Comparative Politics, and Political Theory Subfields*

Hour: 9:55-11:10 TR

MARCUS

### **PSCI 241(F) Order, Disorder and Political Culture in the Islamic World (Same as African and Middle Eastern Studies 201 and INTR 295)\***

(See under African and Middle-Eastern Studies for full description.)

*International Relations and Comparative Politics Subfields*

DARROW and MACDONALD

### **PSCI 242 (formerly 362) Planning a Tragedy: America and the Vietnam War (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci242.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci242.html))

MCALLISTER

### **PSCI 243(F) Modern History and Politics of Korea (Same as Asian Studies 243 and History 219)\***

This course is a survey of modern Korean history and politics from the late nineteenth century to the present and will examine the transformation of politics, economy, society, religion, and culture in the



peninsula during this period. Rather than proceeding from a chronological narrative of historical development, we will focus on dominant themes and significant episodes, events, and epochal ruptures that have shaped the understanding of contemporary issues in the two Koreas as well as the way historians have interpreted and understood the past. Themes such as the relationship between state and society, nationalism and identity construction, capitalist development and modernization, democracy and authoritarian rule, and gender relations will be explored through critical theoretical texts, historical and literary texts, and films.

Format: seminar/discussion. Requirements: two short papers, a take home final exam, and regular in-class participation, including response papers for course readings.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to those students with permission of instructor.*

*Comparative Politics Subfield*

Hour: 11:00-12:15 MWF

J. LEE

**PSCI 244 Middle East Politics: State Formation and Nationalism (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci244.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci244.html))

M. LYNCH

**PSCI 245(F) Nationalism in East Asia (Same as Asian Studies 245 and History 318)\***

The disintegration of the Soviet Union, violence in East Timor, conflict between North Korea and South Korea and similar phenomena have signaled the continuing importance of nationalism and at the same time the increasing instability of nations. What is a nation? Under what conditions is nationhood formed and under what circumstances do nations collapse? Are national identities immutable and exclusive of other forms of identification? Is, as Frantz Fanon once wrote, "Europe literally the creation of the Third World?" This course will critically investigate the questions of nationalism and cultural identity as they have arisen in East Asia. In the first part of the course, we will examine seminal theoretical texts—coming from disciplines such as anthropology, history, literary studies, and philosophy—that have informed our contemporary understanding of the nation and nationalism and attempt to arrive at a conceptual clarification of the subject. The second part will focus on various nationalist projects as they have unfolded across East Asia—Japan, China, and Korea. Through careful thematic comparisons of these cases, we will explore the extent to which non-European nationalisms are modular or derivative; examine the often fraught relationships between nation and state as well as gender and nation; and investigate the ways in which modern nationalist projects provide new ways of synthesizing culture, power, and history.

Format: seminar/discussion. Requirements: class participation, presentations, and three (6-8 pages) papers.

No prerequisites. *Preference given to those students with permission of instructor.*

*Comparative Politics Subfield*

Hour: 1:10-2:25 TF

J. LEE

**PSCI 246 Mexican Politics (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci246.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci246.html))

MAHON

**PSCI 247 Political Power in Contemporary China (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci247.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci247.html))

CRANE

**PSCI 248(S) Visuality, Modernity, and Power in South Korea**

This seminar explores the central theoretical and political questions posed by the rise of nationalism, the aftermath of colonialism and imperialism, and modernization in South Korea primarily through the lens of *visual culture*. We will investigate the course of economic, political, social, and cultural transformations that has brought the 'Hermit Kingdom' into the modern world and consider salient issues such as the representation of the nation, the construction of historical memory, the formation of national ideology. We will take into serious consideration Guy Debord's dictum—that under modernity, "all of life presents itself as an immense accumulation of *spectacles*. Everything that was directly lived has moved away into representation."

Every other week will be structured around a primary visual text—ranging from cinematic, monumental, photographic, or televisual—which will be analyzed in relation to critical-theoretical readings. By examining the multiple operations of visuality in historical context, we will address questions such as, how is nationness reproduced and consolidated, what is the relation between visual modes of address and struggles over national culture, ethnic identity, and state legitimacy, in what ways is visually inscribed in the experiences of modernity in South Korea and elsewhere, in what ways do popular forms of visual culture inform what is meant by being "Korean" and "Asian"?

Format: seminar/discussion. Requirements: class participation, three seminar response papers, and a final research paper.

No prerequisites. *Open to all.*

Hour: 8:30-9:45 MWF

J. LEE

**PSCI 249 Latin-American Politics (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci249.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci249.html))

MAHON

## Political Science

### **PSCI 250(S) The Vicissitudes of Asian Empires**

The aim of this course is to introduce students with conceptual and theoretical approaches to the study of imperialism in Asia as well as to explore significant aspects of the history of Asian empires created in and upon Asia. We will critically examine seminal works that treat the subjects of imperialism and colonialism and review more recent contributions to the debate of the nature and transformation of empire. A fundamental objective of the course is to develop a broad comparative historical perspective and to investigate the historical experiences of imperialism and the process of social, political, economic, and cultural change that empires wrought. Emphasis also will be placed upon examining the practices, agents, and techniques of imperial rule. In the last part of the course, we will explore some of the post-colonial theoretical literature and study the lasting legacy of imperial and colonial rule in both post-colonial and imperializing nation-states.

Format: seminar/discussion. Requirements: class participation, three short to medium length essays, and a final research paper.

No prerequisites. *Open to all.*

Hour: 1:10-2:25 MR

J. LEE

### **PSCI 262 America and the Cold War (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci262.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci262.html))

MCALLISTER

### **PSCI 263 Making Foreign Policy (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci263.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci263.html))

### **PSCI 264 Politics of Global Tourism (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci264.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci264.html))

SHANKS

### **PSCI 265 The International Politics of East Asia (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci265.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci265.html))

CRANE

### **PSCI 267 Arab-Israeli Relations (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci267.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci267.html))

M. LYNCH

### **PSCI 270T(S) Environmental Policy (Same as Environmental Studies 270T) (W)**

(See under Environmental Studies for full description.)

### **PSCI 277(F) (formerly 323T) Political Islam (Same as African and Middle Eastern Studies 277)\***

The terrorist attacks of September 11, 2001, focused world attention on political Islam. Political movements defined in terms of Islam have been an important and growing force in the politics of the Middle East and beyond for several decades, however. Islamic politics takes many forms beyond al-Qaeda: the Iranian revolution, the domestic violence after canceled elections in Algeria, the violence as well as civil society in Egypt, the electoral successes in Jordan, Lebanon and Yemen, the violent struggles against Israel in Lebanon and Palestine, the politicization of Muslim immigrant communities in Europe and America, the social arguments over women adopting the veil and Islamic education, theoretical debates about the compatibility of Islam with democracy, the rise of new media forms, and much, much more. This course explores many of the difficult questions surrounding the rise of Islamic politics in a wide range of political contexts. What is political Islam? Why, how, and to what extent has it succeeded? What are its goals? Is it inherently violent, anti-Western, or hostile to modernity, as many claim, or is it potentially progressive, democratic, and moderate? How have different states dealt with the challenge—and does their repression explain the turn to violence? What is the meaning of jihad? How have other Islamists responded to the violent terrorism of al-Qaeda? Can Islam and the West peacefully co-exist, or is the war on terror leading towards an inexorable clash of civilizations?

Format: lecture/discussion. Requirements: biweekly response papers, two 5- to 7-page papers and a final exam.

No prerequisites. *Enrollment limit: 35(expected: 35). Preference given to Political Science majors and African & Middle Eastern Studies concentrators.*

*International Relations and Comparative Subfields*

Hour: 8:30-9:45 TR

M. LYNCH

### **PSCI 285(F) The Revolutionary Generation: Galaxy of Leaders (Same as Leadership Studies 285)**

(See under Leadership Studies for full description.)

### **PSCI 300 Research Design and Methods (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci300.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci300.html))

SHANKS

### **PSCI 301(F) Art and Justice (Same as ArtS 311 and INTR 307) (W)**

(See under IPECS—INTR 307 for full description.)

### **PSCI 303T Opening Pandora's Box?: Moral and Political Issues in Genetic Research (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci303.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci303.html))

MACDONALD

**PSCI 305T(F) The Challenges of Knowing: The Holocaust**

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. It 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 events in the Holocaust. How can we, who have no direct personal knowledge of the events of the Holocaust, come to know it? There is a wide variety of ways of representing truth: memoir, testimony, documents of the time, oral history, each derived from participants. There are also accounts given by non-participants: documentary producers, historians, sociologists, and others using their disciplines. In addition to concerns about inaccuracy, truth is often altered by the purpose of the inquiry. For example, legal proceedings consider evidence under specific rules to determine issues of guilt. We will begin with some classic philosophical statements on truth (Plato, Aristotle, and James Madison). In all of the instances we shall explore what it means to determine facts; gain comprehension, assign blame (legal or moral, or both); and, the challenge of point of view (contrasting objective historical depiction at a distance as against subjective intimate experience as a participant). Format: tutorial. Requirements: each student will write and present orally an essay of approximately seven double-spaced pages every other week on an assigned topic (the written essays will be briefer in the first month, 5-6 pages, somewhat longer in the second, 6-7, and 7-9 in the third). Students not presenting have the responsibility of critically reviewing the work of the colleague. There will be a final written exercise and students will be evaluated on this exercise, their essays, and their critical reviews.

No prerequisites. Enrollment limit: 10 (expected: 10). Open to all.

Political Philosophy Subfield

Hour: 2:35-3:50 TF

MARCUS

**PSCI 306(S) Practicing Feminism: A Study of Political Activism (Same as ArtS 306 and Women's and Gender Studies 306)**

This course will explore the issues and problems of putting feminism into practice. What constraints and opportunities confront feminists as they struggle for social change? What are the sources of and limits on their power? How and when do they choose to compromise and negotiate, or object and fight? How are these issues represented in the culture through the press, through other media, through art? We will examine issues such as organizational dynamics, budgetary and administrative constraints, client-staff interactions, power and dependency, and mother-child-family relationships. We will also look at artwork about social issues; activist in nature, and critique imagery from ads to websites that portray women in a range of manners. Students will do fieldwork at community agencies involved in health care, social services, and work. A variety of interactions with these organizations are encouraged, ranging from administrative and service work to public art projects that might raise awareness of feminist issues in the community.

Format: discussion. Requirements: 1) Students will intern at community agencies. These internships require a minimum of 4 hours per week. The internships are to begin the first week of class-OR a total of at least 48 hours during the semester. 2) Weekly response papers of 1-2 pages are expected; these will relate the worksite to the issues and readings of each week, and the questions to be addressed will be posed week by week. 3) There are three projects required through the semester that center on the work sites; these may be public art projects or written papers. 4) Class participation is expected as the principle format of the class is discussion.

Prerequisites: Women's and Gender Studies 101; any 200-level courses in Political Science, Studio Art, Sociology. Enrollment limit: 24 (expected: 12). Preference given to Women's and Gender Studies concentrators.

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

DIGGS and C. JOHNSON

**PSCI 309(F) Comparative Constitutionalism**

One way to mark the beginning of the twenty first century is to note the extraordinary amount of constitution making going on around the world. The heightened activity surrounding recent fundamental restructurings of polities has led to a renewed interest in the old subject of constitutionalism. This course will explore alternative traditions of constitutionalism, connecting them to the broader political cultures from which they have emerged. It will examine the various shades of meaning underlying political values and moral theories that inform concepts—for example, liberty, autonomy, equality, and community—within various constitutional traditions. It will seek to account for the similarities and differences within the constitutional ideas and arrangements of the nations under consideration. It will also look closely at the ways in which foreign constitutional experience might illuminate and possibly improve American constitutional understandings. This will be done through a study of such issues as abortion, hate speech, religious freedom, judicial review, federalism, and constitutional change. Some of the countries receiving close examination will be Germany, Ireland, Canada, India, and Israel.

Format: seminar. Requirements: a final exam and two short to medium length papers.

Prerequisites: Political Science 219 (*Constitutional Law I*) or Political Science 216 (*Constitutional*

## Political Science

*Law II), or Political Science 338 (American Legal Philosophy). Enrollment limit: 15.  
Comparative Politics Subfield  
Hour: 1:10-2:25 MR*

JACOBSON

### **PSCI 310 Political Psychology (Same as Psychology 345) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci310.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci310.html))

MARCUS

### **PSCI 312 Southern Politics\* (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci312.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci312.html))

A. WILLINGHAM

### **PSCI 315(S) Parties in American Politics**

Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. In one ideal formulation, parties not only link citizens to their government, they also provide the coherency and unity needed to govern in a political system in which power is widely dispersed. But there is also an American tradition of antipathy toward parties. They have been criticized for inflaming divisions among the people and for grid-locking the government. For others, political parties fail to offer citizens meaningful choices; the Republican and Democratic parties are likened to a choice between “tweedledee and tweedledum.” This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: What constitutes a party? Why were parties invented? For whom do parties function? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? And, in the age of technology and mass communications, are parties still relevant?

Format: lecture/discussion. Requirements: two 6- to 8-page papers, one 8- to 10-page paper, class presentation, and class participation.

Prerequisites: Political Science course at the 200 or 300 level or permission of instructor. *Enrollment limit: 24 (expected: 24). Preference given to Political Science majors.*

*American Politics Subfield*

Hour: 2:35-3:50 TF

MELLOW

### **PSCI 316 Public Policymaking in the U.S. (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci316.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci316.html))

C. JOHNSON

### **PSCI 317(F) Environmental Law (Same as Environmental Studies 307)**

(See under Environmental Studies for full description.)

### **PSCI 318 The Voting Rights Act and the Voting Rights Movement (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci318.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci318.html))

A. WILLINGHAM

### **PSCI 321 Regionalism in International Politics (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci321.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci321.html))

M. LYNCH

### **PSCI 322 The German Question in European Politics (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci322.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci322.html))

MCALLISTER

### **PSCI 326 Imperialism (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci326.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci326.html))

PAUL

### **PSCI 327 The Global Politics of Development and Underdevelopment (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci327.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci327.html))

PAUL

### **PSCI 328(S) The International Politics of Oil (Same as Environmental Studies 328)**

Since the early 1900s oil has grown increasingly important to economic growth, military power, and political influence. This course will explore why oil became central to both state power and economic growth by examining how control over oil resources and markets has been used by states and corporations to achieve their often divergent objectives (e.g., states-alliance maintenance, companies-cartel maintenance/source country pliancy). Among the contending actors seeking to establish order over oil resources (e.g., great powers, private oil companies, producing and demanding countries, and cartels among companies or producing states), leading states' interests often appear to determine outcomes despite periodic challenges from producing states. This course will examine how these struggles for order and advantage amidst varying degrees of state and corporate competition have affected international relations and the broader economic structure of the world economy.

After reviewing the post-WWI competition among rival great powers and leading oil companies for political autonomy and oil source control, we will examine how producing countries paradoxically gained greater political leverage and earning from their own oil resources in the 1960s and 1970s by binding themselves financially to the leading great powers through reinvestment of their earnings with these states' banks.

The final part of this course will examine whether the world's existing oil-based economic and securi-

ty relationships will continue. We will explore the possibility of upsetting technological advances, rising great powers' demands, the competition over new supply sources, and greater producing country leverage over the leading industrial states.

Format: seminar. Requirements: three 5- to 7-page papers or a research paper, and a final exam.  
Prerequisites: Political Science 202 or 204, or Political Economy 301. *Enrollment limit: 18 (expected: 18). Preference given to Political Science majors.*  
Hour: 1:10-2:25 MR

LEHMANN

**PSCI 330 Equality (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci330.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci330.html))

M. DEVEAUX

**PSCI 331T Non-Profit Organization and Community Change (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci331.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci331.html))

A. WILLINGHAM

**PSCI 332(S) Rhetoric and Democracy: Three Debates**

What role should rhetorical arguments play in a healthy democracy? How can the inspiring oratory of a reformer be distinguished from the inflammatory rhetoric of a demagogue? When politicians attempt to be persuasive by appealing to our emotions and our self-interest, when they use images as well as arguments, are they contributing to democratic deliberation or corrupting it? The course will investigate these questions by studying three debates in the history of political thought: Plato versus Aristotle, Thomas Hobbes versus Giambattista Vico, and John Rawls versus Richard Rorty. Along the way we will read and listen to examples of actual political rhetoric, both historical and contemporary. Format: seminar/discussion. Requirements: two 4-page papers, one 10- to 12-page paper, and one in-class presentation.

Prerequisites: previous course in political theory or philosophy, or permission of instructor. *Enrollment limit: 24 (expected: 20).*

*Political Theory Subfield*

Hour: 1:10-2:25 TF

GARSTEN

**PSCI 333(F) Analytical Views of Political Economy (Same as Economics 301 and Political Economy 301)**

(See under Political Economy for full description.)

**PSCI 335 Public Sphere/Public Space (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci335.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci335.html))

REINHARDT

**PSCI 336(S) Sex, Gender, and Political Theory (Same as Women's and Gender Studies 336)**

This course focuses on political theorizing about sex and gender. We take up a range of perspectives on the "gendered" nature of political concepts and categories, and examine the place occupied by women within mainstream political theory. Some questions we'll address include: Does inequality in the private and social realms reflect public and political forms of inequality, and vice versa? How should we explain differences and inequities between men and women: by invoking biological factors, or by pointing to social and historical explanations? Is there a unified conception of "woman" which can ground these generalizations and secure a common basis for political solidarity? And can we make general claims about women's and men's lives and differences without negating important differences in terms of race, ethnicity, class, and sexuality? In addition to surveying the development of different contemporary feminist perspectives—such as liberal, socialist, radical, and postmodern feminist views—we will examine the application of these arguments to particular issues in theory and practice: reproductive choice and new reproductive technologies, pornography, body image, motherhood, and prostitution.

Format: lecture/discussion. Requirements: class participation, presentations, 2 papers (6-8 pages) and a final take-home exam.

Prerequisites: one previous course in political theory or philosophy, or Women's and Gender Studies 101.

*Political Theory Subfield*

Hour: 2:35-3:50 MR

M. DEVEAUX

**PSCI 338 American Legal Philosophy (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci338.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci338.html))

JACOBSON

**PSCI 341 The Politics of the Global Economy: Wealth and Power in East Asia\* (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci341.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci341.html))

CRANE

**PSCI 343T Multiculturalism in Comparative Context (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci343.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci343.html))

MACDONALD

**PSCI 344 Rebels and Revolution in Latin America (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci344.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci344.html))

MAHON

## Political Science

### **PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought (Not offered 2003-2004) (W)\***

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci345.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci345.html))

CRANE

### **PSCI 349T(F) Cuba and the United States (W)\***

Between Cuba and the US there is a long and deeply felt history of dependence and conflict. After the collapse of the USSR, Cuba entered a deep economic depression and in response, began a decade-long "special period" that has combined new repression with an opening to religious practice, and strong official protection of the social "conquests of the Revolution" with a vigorous popular pursuit of the Yankee dollar. Where is Cuba headed? Can the US do anything constructive at this juncture? This course examines Cuba's relationship with its often troublesome and demanding neighbor to the north, from José Martí and 1898 to the present. Materials include journalism, official pronouncements of the Cuban revolutionary regime, travel accounts, polemics by émigrés, policy statements of the US government, and a wide range of academic works.

In the first week the entire class will meet once for lecture and discussion on Cuba's colonial political economy. In the next ten weeks we will consider ten themes. In the final week we will discuss the twelfth theme, the future of Cuba, in another meeting of the entire group.

Format: tutorial (The posted class hour will only be used for two meetings, in the first full week and the last week of classes.). Requirements: students write five-page papers and two-page responses for alternate sessions, for a total of five papers and five responses. In the tutorial session, essays will be read aloud or presented in outline form, then critiqued by the discussant, and then defended.

Prerequisites: any course on Latin America or permission of instructor. *Enrollment limit: 10 (expected: 8). Preference given to Political Science majors and seniors.*

*Comparative Politics Subfield*

Hour: 8:30-9:45 MWF

MAHON

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

Open to upperclasspersons with permission of the department.

## SENIOR COURSES

### **PSCI 410(F) Senior Seminar in American Politics**

In American politics today, complaints about representation are common. Certain interests, usually labeled "special", are somehow over represented, while other interests, always laudatory, are ignored. Members of Congress are praised for their representation of constituents, and then criticized for representing too well. We typically understand elected officials as those who represent, but many argue that the bureaucracy and courts can and should represent as well. Individuals are supposed to be represented, but so too are political units, geographical entities, and important American norms and values. This seminar will center on dilemmas in representation, including discussion of who or what is being represented, and who is doing the representation.

Format: seminar. Requirements: class participation, weekly assignments, and a research paper.

No prerequisites. *Enrollment limit: 16 (expected: 16). Preference given to senior Political Science majors.*

Hour: 2:35-3:50 MR

C. JOHNSON

### **PSCI 420 Senior Seminar in International Relations: Sovereignty (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci420.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci420.html))

### **PSCI 420 Senior Seminar in International Relations: Politics of Human Rights (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci420.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci420.html))

SHANKS

### **PSCI 420 Senior Seminar in International Relations: Globalization and Terror (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci420.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci420.html))

CRANE

### **PSCI 420(F) (Section 01) Senior Seminar in International Relations: American Hegemony and the Future of the International System**

Since the time of Thucydides, world politics has always been a story of several great powers competing for power, wealth, and security. The collapse and dissolution of the Soviet Union, however, left the United States in a position of dominance that has no parallel in history. This course examines how international relations theorists and American policymakers have grappled with the dilemmas and opportunities of global hegemony since 1989, with a particular focus on the challenges that have emerged in the aftermath of September 11. Will other powers, such as China or a united Europe, inevitably challenge American dominance? Should America actively seek to promote its ideas and values throughout the world? Does a hegemon have unique and special responsibilities for advancing international justice? What kind of grand strategy should the United States pursue, both now and in the future? Why does so much of the world seem to resent American hegemony?

Format: seminar. Requirements: course assignments will include weekly papers and a 25- to 30-page

research paper.

Prerequisites: two courses in international relations; permission of instructor. *Enrollment limit: 16 (expected: 16). Open only to senior Political Science majors.*

*International Relations Subfield*

Hour: 2:35-3:50 MR

MCALLISTER

**PSCI 420(F) (Section 02) Senior Seminar in International Relations: Theories of International Relations and Crises in Contemporary International Relations**

The world of international politics has taken some unusual twists and turns since 9/11. This senior seminar proposes to consider two kinds of issues in relation to developments since the attacks. First, we will read some major international relations theorists—Kissinger, Kennan, and Cox, among others—with an eye to determining whether they have much to say about the challenges posed by international terrorism. Do classical theories provide adequate guidance to contemporary international politics? Second, we will read the work of those who believe the world has been fundamentally changed by 9/11, such as Kagan and Kristol, as well as that of their critics to determine how well various interpretations account for the turns international relations are taking and how well they respond to the new situation.

Format: seminar. Requirements: students are required to participate in class discussion, write a long seminar paper (25- 35 pages), and organize class presentations of their work.

Prerequisites: senior standing; Political Science major; two classes in international relations; permission of instructor. *Enrollment limit: 16 (expected: 16). Two sections.*

*International Relations and Comparative Politics Subfields*

Hour: 1:10-2:25 TF, 2:35-3:50 TF

MACDONALD

**PSCI 420(S) (Section 03) Senior Seminar in International Relations: Imperialism**

The international system is often assumed to be anarchic, i.e. ruled by none. States are formally sovereign, there is no global policeman, and war is frequent. At the same time, some states are clearly more powerful than others, some regions richer than others, some societies more developed than others, some cultures more dominant than others. Thus despite formal anarchy and the political equality among states and societies that it implies, there is nonetheless a pervasive international hierarchy born of unequal political-economic relations, domination and exploitation at the global level. This course seeks an understanding and explanation of imperialism, i.e. this hierarchy and the politics which build and sustain it, primarily from within the broad critical or (neo)Marxist tradition. The course is both historical—tracing the evolution of imperial policies from the late nineteenth century to the present, the political-economic effects of such policies, and the ever-evolving efforts of scholars influenced by Marx to understand and explain them—as well as contemporary—interested in the current fashion of both the right and the left to identify the United States as an imperial power for the twenty-first century. Key questions asked in the course include: Is the US the latest incarnation of the Roman Empire? Is 'free trade' a pathway to wealth or dependency? What role do writers and intellectuals play in building up an empire? Does Western consumerism facilitate imperialism? Are environmentally friendly practices in the Global North only possible as the result of exporting environmentally destructive practices to the Global South?

Format: seminar. Requirements: weekly short critical papers, discussion questions, final research paper, class participation.

Prerequisites: senior standing, Political Science major, two classes in International Relations, permission of instructor. *Enrollment limit: 16 (expected: 16).*

*International Relations and Political Theory Subfields*

Hour: 2:35-3:50 MR

PAUL

**PSCI 430(F) Senior Seminar in Political Theory: Democracy and its Critics**

This course focuses on several of the key political challenges directed at contemporary democratic theory and practice. It has become commonplace to claim that liberal democratic states are insufficiently democratic in their political processes and that they are neither as representative nor as inclusive of the citizens they purport to represent. We will examine these and other criticisms of contemporary politics as well as of the liberal and democratic political theories that underpin them. The course also provides an opportunity to explore some democratic alternatives advanced by proponents of such approaches as deliberative democracy, associative democracy, multicultural or pluralist democracy, and republicanism. Among the authors we will read are Seyla Benhabib, James Bohman, Joseph Carens, Robert Dahl, John Dryzek, Lani Guinier, Jürgen Habermas, Phillip Pettit, Anne Phillips, and Iris Marion Young.

Format: seminar. Requirements: regular seminar response pieces; one mid-term essay (8-10 pp) and one final research paper (15-20 pp).

Prerequisites: junior or senior standing and two courses in political theory, permission of instructor is required for this course. *Enrollment limit: 15 (expected: 15). Preference given to Political Science majors.*

*Political Theory Subfield*

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

M. DEVEAUX

*Political Science, Psychology*

**PSCI 440 Senior Seminar in Comparative Politics: Major Theories of Political Change and Difference (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psci/psci440.html](http://www.williams.edu/Registrar/catalog/depts/psci/psci440.html))

MAHON

**PSCI 481(F)-W033-482(S) Advanced Study in American Politics**

A year of independent study under the direction of a member or members of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. Candidates submit a research proposal to the department prior to May of their junior year. The successful candidate, designated the *Sentinels of the Republic Scholar*, receives a substantial research stipend to cover costs associated with the proposed project. The Sentinels Scholar may submit her/his essay for consideration for honors in Political Science.

Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on: the federal system of government; the American political economy; civil liberties; state, local, and federal relationships; or the philosophical foundations or problems of American constitutional democracy. Proposals that deal with these topics from a variety of perspectives (such as domestic, comparative, international, or philosophical) are welcome. Anyone with a prospective proposal should contact the department chair for further guidance.

Hour: TBA

TBA

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

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W031-494 designation and not a separate course) will meet for the entire year and will provide a focused forum for the exchange of ideas among the honors students. Students will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance, not evaluation.

Hour: TBA

M. LYNCH

**PSCI 495(F)-W032, W032-496(S) Individual Project**

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar—in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Prerequisites: two elective courses in the major's subfield specialization (one may be taken simultaneously with the individual project).

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

Open only to senior Political Science majors with permission of the department.

**PSYCHOLOGY**

**(Div. II, with some exceptions as noted in course descriptions)**

*Chair, Professor LAURIE HEATHERINGTON*

Professors: CRAMER\*\*\*, FEIN, GOETHALS\*, HEATHERINGTON, KASSIN, KAVANAUGH, P. SOLOMON, ZIMMERBERG. Associate Professors: KIRBY, SAVITSKY. Assistant Professors: FRIEDMAN, M. SANDSTROM, N. SANDSTROM, A. SOLOMON\*, ZAKI. Lecturer: ENGEL. Visiting Professor: GOODMAN. Visiting Assistant Professors: GREER, L. SHAPIRO.

**MAJOR**

- 1) Psychology 101 Introductory Psychology
- 2) Psychology 201 Experimentation and Statistics
- 3) Three 200-level courses, with at least one from each of the following groups.

Group A	Psychology 212 Introduction to Neuroscience
	Psychology 221 Cognitive Psychology*
	Psychology 222 Cognitive Science*
	Psychology 262 Health Psychology



Group B	Psychology 232	Developmental Psychology
	Psychology 242	Social Psychology
	Psychology 252	Psychological Disorders
	Psychology 272	Psychology of Education

\* Either Psychology 221 or 222, but not both, can count towards the three required 200-level courses.

- 4) Three 300-level courses from at least two of the areas listed below:

Area 1:	Behavioral Neuroscience (courses with middle digit 1)
Area 2:	Cognitive Psychology (courses with middle digit 2)
Area 3:	Developmental Psychology (courses with middle digit 3)
Area 4:	Social Psychology (courses with middle digit 4)
Area 5:	Clinical Psychology (courses with middle digit 5)
Area 6:	Health Psychology (courses with middle digit 6)

At least one of these courses must be from among those carrying the designation *Empirical Project*.

- 5) Psychology 401 Perspectives on Psychological Issues

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

#### THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W031-494 and write a thesis based on original empirical or theoretical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

#### COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

#### PSYC 101(F,S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Format: lecture. Requirements: two lab reports, unit quizzes, and a final exam.

*No enrollment limit (expected: 180).*

Hour: 10:00-10:50 MWF

Members of the Department

#### PSYC 201(F,S) Experimentation and Statistics (Q)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) which illustrate basic designs and methods of analysis.

Format: lecture/lab. Requirements: three papers, midterm exam, and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 22 per section. Not open to first-year students. Preference given to Psychology majors.* Two sections each semester—students must register for the lab and lecture with the same instructor.

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF	Lab: 1:10-3:50 M,W	First Semester: P. SOLOMON, GREER
11:20-12:35 TR, 11:00-12:15 MWF	Lab: 1:10-3:50 T,W	

Second Semester: N. SANDSTROM, L. SHAPIRO

#### PSYC 212(F) Introduction to Neuroscience (Same as Biology 212 and Neuroscience 201)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience. Format: lecture, three hours a week; laboratory every other week. Evaluation will be based on laboratory reports, a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101. *Enrollment limit: 144 (expected: 60). Open to first-year students who satisfy the prerequisites. Preference given to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

H. WILLIAMS and ZIMMERBERG

## Psychology

### **PSYC 221(F) Cognitive Psychology**

A survey of the experimental analysis of the mental processes. Topics include memory, visual perception, attention, problem-solving, reasoning, language, and unconscious processes. Special emphasis is on the interdisciplinary nature of cognitive psychology, including contributions from computer science, neuroscience, and philosophy.

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

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 50). Open to first-year students.*

Hour: 2:35-3:50 TF

KIRBY

### **PSYC 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)**

(See under Cognitive Science for full description.)

*Satisfies one semester of the Division II requirement.*

### **PSYC 232(S) Developmental Psychology**

An introduction to the study of human growth and development from infancy through adulthood. Topics for discussion include perceptual and motor development, language acquisition, memory and intellectual development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including social learning, psychoanalytic and cognitive-developmental models.

Format: lecture/discussion. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 2:35-3:50 MR

L. SHAPIRO

### **PSYC 242(S) Social Psychology**

A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, interpersonal attraction, and intergroup conflict. Special attention is given to applications to political campaigning, advertising, law, business, and health.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 per section (expected: 55 per section). Open to first-year students. Two sections.*

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

KASSIN, SAVITSKY

### **PSYC 252(F) Psychological Disorders**

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 80 (expected: 80). Open to first-year students.*

Hour: 9:55-11:10 TR

HEATHERINGTON

### **PSYC 262 Health Psychology (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc262.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc262.html))

FRIEDMAN

### **PSYC 272(S) Psychology of Education**

This course introduces students to a broad range of theories and research on education. What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychology processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

Format: lecture/discussion. Requirements: two hour exams and a final paper.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 45). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 11:00-12:15 MWF

ENGEL

### **PSYC 312(S) Drugs and Behavior (W)**

This course studies the relationship between behavior and neurochemical changes in the brain. It begins with a detailed study of neurotransmitter systems, drug-receptor interactions, and sources of individual differences in drug response, such as gender and genetics. Special topics include the behavioral consequences of prenatal drug exposure, the role of classical and operant conditioning in the development and maintenance of alcohol and drug abuse, the neural basis of reward, and the interaction between cerebral lateralization and behavioral effects of drugs.

Format: lecture, discussion and required empirical project. Requirements: an hour exam, an oral pre-

## Psychology

sentation, and a written report of research. This course will have several short writing exercises, and a final minimum 15-page paper that will be submitted in 4 sequential parts with revisions. The emphasis is on learning how to write clear and elegant scientific prose.

Prerequisites: Neuroscience 201, Biology 212, or Psychology 212. *Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Neuroscience concentrators.*

*Satisfies one semester of the Division III requirement.*

*Empirical Project*

Hour: 1:10-2:25 TF

ZIMMERBERG

### **PSYC 315(F) Hormones and Behavior**

This course studies the relationship between hormones and behavior. We review the mechanisms by which hormones act in the nervous system. We also investigate how hormones influence behavior as well as how behavior and experiences alter hormonal function. Specific topics to be examined include: sexual differentiation; courtship, reproduction and parental behavior; aggression; and learning and memory. Students critically review data from both human and animal studies.

Format: seminar. Requirements: midterm and final exams, seminar presentations and participation in discussions, written and oral presentation of empirical project.

Prerequisites: Psychology 212. *Enrollment limit: 16 (expected: 12). Preference given to Psychology majors.*

*Satisfies one semester of the Division III requirement.*

*Empirical Project*

Hour: 11:00-12:15 MWF

N. SANDSTROM

### **PSYC 316T(S) Clinical Neuroscience**

Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in-depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer's disease, Parkinson's disease, and Huntington's disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. Students design and conduct an empirical project.

Format: tutorial. Evaluation will be based on position papers, class participation, and research project report.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 10 (expected: 10).*

*Satisfies one semester of the Division III requirement.*

*Empirical Project*

Hour: 8:30-9:45 MWF

P. SOLOMON

### **PSYC 322(S) Concepts: Mind, Brain, and Culture**

How does conceptual knowledge differ across cultural groups? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we will explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions. In doing so, we will consider how our conceptual knowledge is a function of our mind, brain, and culture.

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

Prerequisites: Psychology 221 or 222 or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors.*

*Empirical Project*

Hour: 1:10-2:25 TF

ZAKI

### **PSYC 326 Decision-Making (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc326.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc326.html))

KIRBY

### **PSYC 332 Cognitive Development (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc332.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc332.html))

KAVANAUGH

### **PSYC 333 Children's Lives: Thinking, Feeling and Doing (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc333.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc333.html))

CRAMER

### **PSYC 336(S) 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,

## Psychology

sexuality, romantic love, intellectual growth, family relationships, psychological problems, education, and variation between cultures.

Format: seminar. Requirements: two exams and a final paper. There are three 1-page response papers with feedback, a 5- to 7-page midterm, and a final project that involves 20-25 pages of writing, with several sets of feedback and revision.

Prerequisites: Psychology 232 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 1:10-2:25 MR

ENGEL

### **PSYC 337(F) Childhood Disorders and Therapy**

This course is a study of clinical child psychology. Disorders typically found in childhood and adolescence, including anorexia, phobias, learning disabilities, infantile autism, and schizophrenia are examined; and several different treatment approaches, including non-directive play therapy, behavior modification, and contemporary psychoanalysis are discussed. Students have the opportunity to design and implement an original empirical research project.

Format: seminar. Requirements: an hour exam, a final exam, and a term paper.

Prerequisites: Psychology 232 and 252. *Enrollment limit: 19 (expected: 18). Preference given to Psychology majors.*

*Empirical Project*

Hour: 1:10-2:25 MR

CRAMER

### **PSYC 341T Stereotypes, Prejudice, and Discrimination (Not offered 2003-2004; to be offered 2004-2005) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc341.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc341.html))

FEIN

### **PSYC 342 Psychology of Leadership (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc342.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc342.html))

GOETHALS

### **PSYC 343 The Self (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc343.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc343.html))

SAVITSKY

### **PSYC 344(F) Advanced Research in Social Psychology**

This course will focus on the process of doing original, empirical social psychological research on specific topics in the field. We will concentrate on two content areas of research: (1) stereotypes and prejudice, particularly as they touch on issues concerning the academic achievement of women and people of color, and on the role of self-esteem in stereotyping and prejudice, and (2) interpersonal suspicion, including an examination of factors that might reduce suspicion in interracial or cross-cultural dyads or groups. Students will research and critically analyze and integrate the relevant literatures concerning these topics, and will design and conduct original research to test empirically several hypotheses that emerge from these literatures. We will examine a variety of types of research design and statistical techniques.

Requirements: a series of papers, written and oral reports of research.

Prerequisites: Psychology 201 and Psychology 242. *Enrollment limit: 16. Preference given to Psychology majors.*

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

*Empirical Project*

Hour: 1:10-2:25 TF

FEIN

### **PSYC 345 Political Psychology (Same as Political Science 310) (Not offered 2003-2004)**

(See under Political Science for full description.)

### **PSYC 346T Egocentrism and Social Judgment (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc346.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc346.html))

SAVITSKY

### **PSYC 347(F,S) Psychology and the Law**

This course deals with applications of psychology to the legal system. Relevant psychological theory and research address the following controversies: scientific jury selection, jury decision-making, eye-witness testimony, child witnesses in abuse cases, hypnosis, lie-detector tests, interrogations and confessions, the insanity defense, and the role of psychologists as trial consultants and expert witnesses. Observations are made of videotaped trials, demonstrations, and mock jury deliberations. Students conduct original research in the area. No knowledge of the law is necessary.

Format: lecture/discussion. Requirements: two hour exams and a written/oral report of research.

Prerequisites: Psychology 242. *Enrollment limit: 30 (expected: 30). Preference given to Psychology majors.*

*Empirical Project mandatory in fall. No Empirical Project in spring.*

Hour: 8:30-9:45 TR

9:55-11:10 TR

First Semester: KASSIN  
Second Semester: KASSIN

### **PSYC 348(F) Evolutionary Psychology (Same as INTR 371)**

(See under IPECS—INTR 371 for full description.)

*Empirical Project*

**PSYC 351(F) Childhood Peer Relations and Clinical Issues**

An exploration of the important ways peer relationships influence children's emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short- and long-term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. Students have the opportunity to design and implement an original empirical research project based on the concepts discussed, to be critiqued throughout the semester.

Format: seminar.

Prerequisites: Psychology 232 or 252 or permission of instructor. *Enrollment limit: 19 (expected: 19).*

*Preference given to Psychology majors.*

*Empirical Project*

Hour: 8:30-9:45 TR

M. SANDSTROM

**PSYC 352(S) Clinical and Community Psychology**

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to presenting fundamental material in this area, the course aims to enable students to apply their experience in academic psychology to field settings and to explore their own educational and occupational goals.

The course includes a supervised field-work placement arranged by the instructor in a local social service or mental health agency.

Format: seminar. Requirements: field work (six hours per week), midterm essays and a final paper.

Prerequisites: Psychology 252. *Enrollment limit: 15 (expected: 15). Preference given to senior; then junior; Psychology majors; you MUST have permission of instructor to register for this course.*

Hour: 2:35-3:50 MR

M. SANDSTROM

**PSYC 353(S) Behavioral Medicine**

The primary objective of this course is to explore the integration of behavioral science with the practice of medicine. Topics include: models of health behavior change, assessment and prevention of health risk behaviors, psychological/behavioral treatment of specific disease states, and role of the patient-physician relationship. Students will examine and critically evaluate theories and research pertaining to the most common types of clinical interventions employed by professional health psychologists in medical settings, such as behavior modification, cognitive-behavioral therapy, bio-feedback, hypnosis, and other stress-reduction techniques. Throughout the course, students will also consider current trends, multicultural perspectives, and controversial issues in the rapidly developing field of behavioral medicine.

Format: lecture/discussion. Requirements: midterm exam, weekly reaction papers to assigned readings, and an empirical project or research paper.

Prerequisites: Psychology 201 and Psychology 252 or Psychology 262 or permission of instructor. *Enrollment limit: 21 (expected: 21).*

*Empirical Project*

Hour: 2:35-3:50 TF

GREER

**PSYC 354T Social Interaction and Psychopathology (Not offered 2003-2004; to be offered 2004-2005) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc354.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc354.html))

HEATHERINGTON

**PSYC 358 Mood and Personality (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/psyc/psyc358.html](http://www.williams.edu/Registrar/catalog/depts/psyc/psyc358.html))

A. SOLOMON

**PSYC 359(F) Psychological Testing and Measurement**

This course focuses on the development and applications of psychological testing. Test construction, issues of reliability and validity, and the history of assessment will be reviewed. We will focus on clinical applications of intelligence, personality, and neuropsychological tests as well as how these tests guide diagnostic and treatment decisions. We will also study the limitations of psychological tests and the controversies surrounding them.

Format: seminar. Requirements: participation in class discussion, a mid-term exam and a final exam paper (including a class presentation).

Prerequisites: Psychology 232 or Psychology 242 or Psychology 252. *Enrollment limit: 25 (expected: 20).*

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

GOODMAN

**PSYC 362(F) Psychoneuroimmunology**

This course combines an in-depth study of brain-immune system interactions with laboratory-based research in psychoneuroimmunology. Class discussions will focus on the impact of psychological experience on susceptibility to illness, the impact of sickness on emotions, cognitions, and behavior, and the biological mechanisms that underlie both types of influence. Emphasis is placed on the process of conducting research in this area: developing and testing hypotheses, interpreting data, and presenting results in a clear and cogent manner. No knowledge of immunology is necessary.

## *Psychology, Religion*

Format: seminar. Requirements: hour exam, seminar presentations, and oral and written presentations of research project.

Prerequisites: Psychology 201 and either 212 or 262, or permission of instructor. *Enrollment limit: 16 (expected: 12). Preferences given to Psychology majors.*

*Satisfies one semester of the Division III requirement.*

*Empirical Project*

Hour: 8:30-9:45 MWF

FRIEDMAN

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

Open to upperclass students with permission of the department.

### **PSYC 401(F) Perspectives on Psychological Issues**

This course considers controversial psychological topics of both historical and current import from diverse psychological perspectives. The course is centered around student-led discussions within sections and in debates between sections. The topics considered for 2003 are self-deception, the nature of intelligence, and intimate relationships.

Format: seminar. Requirements: participation in class discussions and debates, two short papers, and one long position paper.

*No enrollment limit (expected: 14 per section). This course is required of all senior Psychology majors.*

Hour: 9:55-11:10 TR

Members of the Department

### **PSYC 493(F)-W031-494(S) Senior Thesis**

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical or theoretical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department.

Prerequisites: permission of the department.

## **RELIGION (Div. II)**

*Chair, Professor GEORGES DREYFUS*

Professors: DARROW, DREYFUS, TAYLOR. Associate Professor: BUELL. Assistant Professors: LEVENE, ROBSON. Sterling Brown Visiting Professor: PINN§§§.

### **MAJOR**

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a universal phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion his/her own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. It consists of at least nine semester courses as follows:

#### *Required sequence courses*

Religion 101 Introduction to Religion

Two seminars (courses numbered 301-309)

Religion 402 Issues in the Study of Religion

#### *Elective courses*

Five additional courses in Religion are to be selected in such a way that at least one course is taken in both the Western and non-Western traditions. Students will construct their sequence in consultation with departmental advisors and subject to their approval. In order to achieve a deep coverage of a particular religious tradition or set of related problems in the study of religion, students are urged to select three electives that together have some kind of coherence, be it cultural, historical, or topical. Related courses from other departments or programs may be included among the three courses, and the point of coherence can be the subject of research papers in the senior seminar.

Students are advised to elect additional courses in related fields (e.g., psychology, sociology, anthropology, art, history, philosophy) in order to gain a clearer understanding of the social and cultural contexts in which religions appear.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major

makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

#### THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W031 or Religion W031-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that will be included in the thesis to the department in the spring of their junior year. Students must have at least a 3.3 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

#### REL 101(FS) Introduction to Religion

As an examination of the structure and dynamics of certain aspects of religious thought, action, and sensibility—employing psychological, sociological, anthropological, and philosophical modes of inquiry—the course offers a general exposure to basic methodological issues in the study of religion, and includes consideration of several cross-cultural types of religious expression in non-literate and literate societies.

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

Enrollment limit: 25 (expected: 15-25).

Hour: 9:55-11:10 TR

8:30-9:45 MW, 1:10-2:25 MR

First Semester: ROBSON

Second Semester: DREYFUS, GUTSCHOW

#### THE JEWISH TRADITION

#### REL 201(F) Reading the Hebrew Bible (Same as Comparative Literature 201) (W)

The Hebrew Bible or TaNaKh serves, to different degrees, as a foundational document in Judaism, Christianity, and Islam, and it has been an immensely rich source for over two thousand years of artistic and literary creativity. This course seeks to broaden students' knowledge of the basic legal, prophetic and wisdom texts that constitute the TaNaKh while addressing the broader question of how we might read the Hebrew Bible in the contemporary world. As students increase their knowledge of the Hebrew Scripture's contents, they will confront and evaluate diverse ways of reading this text, including historical, rhetorical, literary and feminist approaches, as well as methods employed in archaeology, theology, history of religions, and folklore studies. All readings are in translation.

Format: discussion with some lecture. Evaluation will be based on participation in class discussion and website-postings, in-class presentations, a 3- to 4-page paper to be presented in a tutorial setting, four 2- to 3-page papers, and a 9- to 11-page research paper.

No prerequisites. Enrollment limit: 19 (expected: 14). Open to first-year students.

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 1:10-2:25 MR

KRAUS

#### REL 203 Introduction to Judaism (Same as Jewish Studies 101) (Not offered 2003-2004) (W)

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel203.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel203.html))

KRAUS

#### REL 204 (formerly 284) Imitating God: Wisdom and Virtue in Jewish Thought (Not offered 2003-2004)

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel204.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel204.html))

LEVENE

#### REL 205 Zion: Perspectives, Narratives, Desires (Not offered 2003-2004)

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel205.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel205.html))

LEVENE

#### REL 206 Judaism and the Critique of Modernity (Not offered 2003-2004)

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel206.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel206.html))

LEVENE

#### REL 207 Biblical Interpretation in Classical Antiquity (Same as Classics 207 and Comparative Literature 207) (Not offered 2003-2004; to be offered 2004-2005)

(See under Classics for full description.)

#### REL 208 The Hellenistic World and the Emergence of Rabbinic Judaism (Same as Classics 208) (Not offered 2003-2004)

(See under Classics for full description.)

## Religion

### **REL 209(F) Jerusalem: Myth, History and Theology (300 B.C.E-400) (Same as Classics 218 and History 302)**

(See under History for full description.)

#### THE CHRISTIAN TRADITION

### **REL 210(S) Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Classics 210) (W)**

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their various readings of early Christian history? In the first half of this course, we shall address these questions by examining the formation of Christianity from its origins as a Jewish movement until its legalization, using a comparative socio-historical approach. In the second half of the course, we shall examine the earliest literature produced by the Jesus movement and consider it within a comparative framework developed in the first half of the course.

Format: lecture/discussions. Requirements: one class presentation; three 3-page papers, one 5- to 7-page paper, and a final paper (15 pages).

No prerequisites. *Enrollment limit: 19 (expected: 10). Preference given to sophomores but is open to all classes.*

Hour: 9:55-11:10 TR

BUELL

### **REL 211 Paul and the Beginnings of Christianity (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel211.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel211.html))

BUELL

### **REL 212 The Development of Christianity: 30-600 C.E. (Same as History 324) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel212.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel212.html))

BUELL

### **REL 215 The First Crusade (Same as History 425) (Not offered 2003-2004) (W)**

(See under History for full description.)

### **REL 216 The Middle Ages (Same as History 225) (Not offered 2003-2004)**

(See under History for full description.)

### **REL 217(S) Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as History 476)\***

(See under History for full description.)

### **REL 219(S) Medieval Philosophy (Same as Philosophy 260) (W)**

(See under Philosophy for full description.)

#### RELIGION IN AMERICA

### **REL 227(S) Religion and Revolution: Black Theology from 1969 to the Present (Same as American Studies 227 and History 382)\***

During the twentieth century, alterations took place in the “doing of theology” based upon the experience, concerns, and needs of oppressed peoples around the globe. This theological discussion addressed to suffering communities has received the label liberation theology. One version of liberation theology, black theology, developed in the United States, combining the best of the Christian Tradition and the energy of Black Power. Giving theological weight to the expression “black is beautiful,” black theology changed the nature and content of theological discourse in the United States. Through readings and group discussions, students will explore the history, sources (including popular music), and defining elements of black theology.

Format: seminar. Requirements: participation in class discussions, reflection papers, a substantial research paper.

No prerequisites. *Enrollment limit: 30 (expected: 20).*

Hour: 7:00-9:30 p.m. M

PINN

#### THE ISLAMIC TRADITION

### **REL 230(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)\***

One of the two most consequential texts in human history, the Qur'an is more conscious of itself as text and the work of interpretation that is part of the life of a text. Because it is God's most important sign (and also because it is relatively short) millions have memorized it and the art of Qur'anic recitation is one of the supreme Islamic performing arts. Nevertheless it is primarily a text that Qur'an exists in itself and in the minds of Muslims. The text of the Qur'an will thus be the focus of this course, reading it extensively, intensively and repeatedly throughout the semester. We will attend to the structure and variety of styles and topics in the text and to the Qur'an's understanding of itself in relation to



## Religion

other forms of literary expression. We will place the form and content in the context of seventh century c.e. Arab society and attend to the life of the Prophet (PBUH) that provides one crucial framework to the text. Through the lens of *tafsir*, Qur'anic commentary, we will also use the text to give an initial survey of some of the main theological, philosophical, mystical and legal developments in the Islamic tradition. Finally we will explore some of the aspects of the place of the text in the life of Muslims, including the development of calligraphy and recitation.

Format: lecture/discussion. Requirements: three essays (6-8 pages) based on class materials (at least one will have a revision process). Students able to read the Arabic text may substitute work in a collateral reading group of the Qur'an in Arabic for one of the essays.

No prerequisites. *Enrollment limit: 19 (expected: 10). Open to all.*

Hour: 2:35-3:50 MR

DARROW

### **REL 231 The Origins of Islam: God, Empire and Apocalypse (Same as History 209) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel231.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel231.html))

DARROW

### **REL 232 Women and Islam (Same as History 309) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel232.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel232.html))

DARROW

### **REL 233 Islamic Mysticism: The Sufis (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel233.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel233.html))

DARROW

### **REL 234 Religion and Revolution in Iran (Same as History 409) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel234.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel234.html))

DARROW

### **REL 236(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 211)\***

The collapse of the Soviet Union, the recognition of untapped mineral wealth, and Islamic resurgence have all led to an increased focus on Central Asia and its neighbors, Russia, China, the Middle East. This course will be an introduction to both the Caucasus and the Central Asian Republics and the interests of their neighbors, including now the United States in those areas. This will be a team-taught lecture course that will introduce the salient themes and issues that are necessary for understanding these areas. The course will inevitably be deeply comparative focusing on themes of "the clash of civilizations," the construction of national identities, notions of ethnicity and the treatment of ethnic minorities, resurgent religious movements, and the relation of state and civil society. The class will meet three times per week, twice for lecture presentations and once in a discussion section. This course will also function as an introduction to doing social scientific research on these areas and special attention will be devoted to the preparation of a research paper.

Format: lecture/discussion. Requirements: weekly responses, midterm, one short essay (4-6 pages), and one research paper (12-15 pages).

No prerequisites. *Enrollment limit: 30 (expected: 15). Preference given to first-year students and sophomores.*

Hour: 11:00-12:15 MWF

DARROW

## THE SOUTH-ASIAN TRADITIONS

### **REL 241 Hinduism: Construction of a Tradition (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel241.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel241.html))

DREYFUS

### **REL 242 Buddhism: Concepts and Practices (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel242.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel242.html))

DREYFUS

### **REL 243 Buddhist Philosophy (Same as Philosophy 243) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel243.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel243.html))

DREYFUS

### **REL 244 Knowledge and Reality in Indian Thought (Same as Philosophy 238) (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel244.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel244.html))

DREYFUS

### **REL 245 Tibetan Civilization (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel245.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel245.html))

DREYFUS

### **REL 246(S) Gender and Religion in South Asia\***

This course applies feminist and critical theory to the relationship between religion, gender, and sexuality. Most broadly, it considers the social and symbolic construction of gender and sexuality in a variety of South Asian religious traditions including Hinduism, Buddhism, and Islam. In particular, it considers the discourses and practices which construct ideas about the body, purity and pollution, and the nature of male and female. These discourses involve a disciplining of the body and sex through the use of moral codes, ethics, social institutions, ritual practices, and popular culture. This course also ad-

## Religion

dresses post-colonial and post-structuralist debates about how class, caste, and race cut across the universality of gender as a category.

Format: seminar.

No prerequisites. *Enrollment limit: 30 (expected: 20). Open to all.*

Hour: 1:10-3:50 W

GUTSCHOW

### **REL 247T(S) Saints and Sainthood (Same as Anthropology 247T) (W)**

(See under Anthropology for full description.)

### **REL 250(F) Buddhism in Society\***

Rather than focus on abstract and disembodied ideas, this course examines Buddhism as lived by actual people in particular social contexts. After an initial section on the history of the tradition, we examine the roles that Buddhism has played in traditional societies where it is often connected with magical and shamanistic practices. We also consider the complex relation that Buddhism has entertained with the political realm, focusing more particularly on the place of statecraft and violence in the Buddhist ethical universe. We then move to consider the transformations that Buddhism undergoes in contemporary societies, examining the changing role of monks and laity as well as the development of Buddhist social activism. Throughout the course we track key issues and themes in the development and transformation of Buddhism over time—from the ancient to the modern world—and in relation to its changing social contexts—from South Asia to China and Japan.

Readings to include (among others): Richard Gombrich and Gananath Obeyesekere, *Buddhism Transformed: Religious Change in Sri Lanka*; Stanley J. Tambiah, *World Conqueror and World Renouncer: A Study of Buddhism and polity in Thailand Against a Historical Background*; B.J. Terwiel, *Monks and Magic: An Analysis of Religious Ceremonies in Central Thailand*; Stephen Teiser, *The Ghost Festival in Medieval China*; Timothy Brook, *Praying for Power: Buddhism and the Formation of Gentry Society in Late-Ming China*; and Richard Jaffe, *Neither Monk nor Layman: Clerical Marriage in Modern Japanese Buddhism*.

Format: lecture/discussion. Requirements: full attendance and active participation; two 4- to 6-page papers.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to Religion majors.*

Hour: 11:00-12:15 MWF

DREYFUS and ROBSON

## THE EAST-ASIAN TRADITIONS

### **REL 251 Zen History, Culture, and Critique (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel251.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel251.html))

ROBSON

### **REL 253 The Taoist Religion: Immortals, Elixirs, and Revelations (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel253.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel253.html))

ROBSON

### **REL 254(S) Religion and Popular Culture in Japan (Same as Asian Studies 254)\***

The religious landscape of modern Japan is filled with surprises around every corner. There are now Shinto shrines and Buddhist temples where new cars can be blessed, expired credit cards can be offered a proper burial, and students (or more likely their parents) can pray for success on school entrance exams. While these practices are clearly related to social and economic changes brought by modernity, they should not be dismissed as aberrant “commercialized” practices that depart from ostensibly “pure” religious movements like Buddhism and Shinto. Popular practices have long been intertwined with Buddhism and Shinto and have been actively supported and propagated in modern Japanese religious institutions. This course will trace the historical development of Japanese religions (including their doctrinal positions) in relationship to popular movements from early shamanistic practices and folk religion, through the recent flourishing of “New” religious movements. Some of the main themes that will be covered in this course include: beliefs in ghosts and fantastic demons, mountain pilgrimages, religion and healing, the effects of modernity on new religious movements, religion and the modern Japanese state, Aum Shinrikyo and religious violence, community festivals, and religious themes in anime and manga.

Format: lecture/discussion. Requirements: full and active participation, weekly responses, one 5-page essay and one 10-page final paper.

No prerequisites. *Enrollment limit: 30 (expected: 15).*

Hour: 11:20-12:35 TR

ROBSON

## COMPARATIVE INQUIRY

### **REL 270T(S) Father Abraham: The First Patriarch (W)**

The figure of Abraham in the Hebrew scriptures is interesting for at least two reasons: he comes first and seems more universal rather than particular. He first received the covenant and the promise of the land of Israel, but before the full revelation of the Torah to Moses. He fathers both the Jewish people and the Arabs and the significance of that wider identity was later captured both by Christianity in the work of Paul and in the Qur'an where Muhammad identified with Abraham as the prototypical and

non-sectarian monotheist prophet. This course will trace the figure of Abraham by a close and multi-disciplinary reading of the Jewish, Pagan, Christian and Muslim sources on Abraham. Our task is not to decide on the historicity of Abraham, but rather to explore the history of the figure and his continuing relevance for today in understanding Jewish/Christian/Muslim conflict and cooperation. We will begin with an intensive reading of the Genesis material on Abraham (12-25), where the issues of idolatry and mono-theism, the covenant and circumcision, relations of the patriarch to his women and sons, and primal model of faith all are articulated. We will then turn to later Jewish developments in the figure of Abraham in midrash and apocalypse. We will then explore the view of Abraham in the classical world, the uses made of Abraham by Christianity as it broke from an emerging Rabbinic Judaism and the development of Abraham's specific connection with the view of the afterlife. We will then treat the figure of Abraham in the Qur'an and later Islamic traditions. We will conclude with an examination of the cult surrounding Abraham in the city of Hebron, a currently-contested site on the West Bank where we will consider the current religious practice regarding Abraham by both Jews and Muslims. The purpose of this tutorial is to read closely a variety of primary religious texts and to explore the variety of tools available for the reading of those texts.

Format: tutorial. Requirements: each student in the tutorial will write and present orally five 5- to 7-page essays every other week on the readings for the week and a final 7- to 10-page essay. Students not presenting an essay will be responsible for offering an oral critique of the work of their colleague. Evaluation will be based on written work and critiques.

No prerequisites. *Open to all.*

Hour: TBA

DARROW

### **REL 273(F) Sacred Geographies (Same as Anthropology 273 and INTR 273)\***

Bringing together insights from anthropology, art history, and religious studies, this course will explore the geography of sacred space: the spatial organization of meaning across time and the world as humans have again and again made a division between sacred and profane. We will attend to this process as expressed in the geography, social dynamics, and architecture of sacred space, noting patterns of similarity and difference among and between the "little traditions" of folk and traditional societies as well as the "great traditions" of universalist and modern societies. Having developed an analytical vocabulary for understanding sacred space, we will put our model in motion by examining the dynamics of change, redefinition, and contestation that have so often surrounded the history of sacred spaces.

The course begins by introducing students to theoretical models derived from our several disciplines, enabling them to understand the form and character of sacred spaces. Authors to be read may include Eliade, Bachelard, van Gennep, Otto, Tuan, Durkheim, Casey, and Harvey. We will develop analytical tools for interpreting the meaning and aesthetics of sacred space as it is constituted in the natural landscape (e.g., sacred mountains, rivers, trees, etc.) artificially-constructed places (e.g., temples, monuments, shrines, etc.) and the intersection of the two. We will pay particular attention to the ways boundaries around sacred spaces are created, maintained, and violated, as well as passages to and from sacred places (e.g., pilgrimage).

Once these interpretive tools have been developed, we will turn our attention to the ways in which religious and political conflict are both aggravated and mediated through sacred space. Specific processes to be examined include: exile and diaspora—what happens when a people are cut off from their sacred space; contestation over sacred space in places like Jerusalem and the Babri Mosque in India; supercession in which a late-coming tradition marks its relation to earlier traditions, as in the construction of the Mexican national cathedral on the ruins of an Aztec temple in the heart of Mexico City; colonization, as in the creation of new mosques in British and American cities; and cooperation, in which a sacred space allows for the establishment of links between competing groups and divided ideologies, as in Mecca or monuments such as the Vietnam Veterans Memorial. We will conclude with attention to the role of these four processes in contemporary society, where diaspora, contestation, supercession and cooperation continue to have wide relevance for articulating the character of social conflict, reconciliation, and change.

Format: lecture/discussion. Requirements: full attendance and participation and three 4- to 6-page essays.

No prerequisites. *Enrollment limit: 30 (expected: 30). Open to all.*

Hour: 11:20-12:35 TR

DARROW and JUST

### **REL 274 Women's Religious Experiences in the Ancient Mediterranean World (Same as Classics 274) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel274.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel274.html))

BUELL

### **REL 275(S) Shopping: Desire, Compulsion and Consumption**

If the workplace was the essential site of modernity, then the shopping mall is the quintessential site of postmodernity; the place where consumption trumps production and, it has been argued, our only remaining public space. This course will focus on the experience of shopping, focusing on three themes. First we will explore the manufacturing of desire on which consumption must depend. We will critique the tired critiques of advertising and explore in more depth the neurotic and erotic dimensions of

## Religion

the creation of desire for objects. We will then turn to some comparative and historical analysis contrasting the experience of shopping in traditional bazaars and contemporary malls, as well as exploring the history of consumerism from the eighteenth century through the current phenomena of globalization. Finally, we will explore the place of shopping in our collective imaginations, attending especially to the relation between the gendering of the shopping experience and expressions of contempt and outrage toward consumerism, with a special focus on the discourse on Christmas in American society.

Format: lecture/discussion. Requirements: three essays (4-6 pages) and one ethnographic account (4-6 pages).

No prerequisites. *Enrollment limit: 40 (expected: 20). Open to all.*

Hour: 2:35-3:50 MR

DARROW

### CONTEMPORARY PHILOSOPHICAL AND CRITICAL INQUIRY

#### **REL 281 Atheism, Theism and Existentialism (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel281.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel281.html))

LEVENE

#### **REL 282(S) Real Fakes (Same as INTR 275 and English 240)**

(See under IPECS—INTR 275 for full description.)

#### **REL 287(S) The Dynamics of Globalization: Society, Religion and the Environment (Same as Environmental Studies 287)**

Recent events have demonstrated the importance of religion in the contemporary world. What is perhaps less obvious is the reason for this role, which is often misconceived as a return of the past. This course provides a different picture by examining the social, cultural and environmental dynamics of globalization and their consequences for religion. We begin with a general investigation of globalization and raise questions such as: What is the nature of globalization and its relation to (post)modernity? Is it a new phenomenon? What are the cultural dynamics that globalization favors? What are its consequences for the exercise of power? What are its environmental consequences? We then shift to religion, arguing that its renewed relevance is a function of globalization and the transformations that the latter brings about. We examine some of the religious expressions favored by globalization as markers of identity, from personal quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Pentecostalism, the fastest growing religious denomination in the Americas, and the most radical forms of Islam.

Readings: Bauman, *Globalization*; Castells, *The Rise of the Network Society*; Harvey, *The Condition of Postmodernity*; Godelier, *The Enigma of the Gift*; Tibi, *The Challenge of Fundamentalism*; Martin, *Tongues of Fire*; Ortner, *Life and Death on Mt. Everest*.

Format: seminar. Requirements: a class presentation and a research paper (15 pp.).

No prerequisites. *Enrollment limit: 22 (expected: 22). Preference given to Religion majors.*

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

Hour: 1:10-3:50 T

DREYFUS

#### **REL 288 Monasteries, Yeshivas, and other Universities: Religion and the Nature of Education (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel288.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel288.html))

DREYFUS

#### **REL 289 Network Culture (Same as ArtH 268, ArtS 212 and INTR 242) (Not offered 2003-2004)**

(See under IPECS—INTR 242.)

*Satisfies one semester of the Division II requirement.*

#### **REL 290 Heidegger and Levinas (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel290.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel290.html))

LEVENE

#### **REL 291 Religion and the Ethic of Deconstruction: a Cross-cultural Perspective (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel291.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel291.html))

DREYFUS

#### **REL 301 Psychology of Religion (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel301.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel301.html))

TAYLOR

#### **REL 302(S) Religion and Society\***

This course offers a sustained inquiry into the place of religion in society and the place of the social/communal within selected religious traditions. The course will focus on two organizing themes—sacrifice and praxis. In the first, the multifaceted interest of the early twentieth century in the “primitive” and the violence of “totemic” cults will be explored as a theme in the works of Durkheim, Levi-Strauss, Griaule, Jay, Bataille, Agamben and Bloch, with special emphasis on the hold that the notion of sacrifice had on formulating these issues. In the second part, the character and comparison of sepa-

## Religion

rate religious institutions and the ethos that religions construct will be explored through the works of Weber and Bourdieu.

Format: seminar. Requirements: a midterm exam and a final paper.

Prerequisites: Religion 101 or Anthropology 101 or permission of instructor. *Enrollment limit: 30 (expected: 15-20).*

Hour: 11:00-12:15 MWF

ROBSON

### **REL 303(S) (formerly 313) Reality (Same as INTR 313 and Philosophy 313)**

What is reality? While as old as thought itself, this question assumes new urgency in modern and post-modern thought and culture. In an increasingly complex world where reality and appearance, the fashioned and the discovered and the real and the virtual are becoming indistinguishable, does it any longer make sense to think about the real? Or does thinking about the real become unavoidable? This investigation will probe the problem of the real through a careful reading of the writings of three major philosophers: Hegel, Kierkegaard, and Nietzsche. Far from provoking mere historical interest, these thinkers present compelling perspectives, which represent distinct alternatives for understanding the world in which we dwell.

Requirements: a final research paper.

Prerequisites: at least one course in Religion, Philosophy, or Literary Theory. *Enrollment limit: 20 (expected: 20). This course may not be taken on a pass/fail basis.*

Hour: 7:00-9:30 p.m. M

TAYLOR

### **REL 304(F) From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344 and English 386)\***

This course explores some of the theoretical trajectories available in "our" pluri-cultural and (post)modern world by focusing on the relation between truth and interpretation, particularly in a pluri-cultural context. We start with Gadamer's hermeneutics, which stresses the importance of being aware of one's cultural background and prejudices, an important prerequisite for understanding cultural differences. Hermeneutics has also, however, several blind spots, which we examine through the critiques of Derrida, Foucault and Said. With Derrida we learn the critical tools and the rigor necessary to question some of the central notions such as identity and difference which are often taken for granted. With Foucault we question the relation between truth and power in interpretation, and thematize the complexities of power. With Said's *Orientalism*, a seminal description of the ways in which the West has (mis)represented the "East," we examine the nature of (mis)interpretation of other cultures and the role that ethnocentrism has played in the formation of modernity. We also consider some of the more compelling critiques of Said's work such as Bhabha's warning against the essentialization of difference and Spivak's argument against the often too easy appropriation of cultural differences. We conclude by considering two concrete situations in India and Egypt which illustrate the relevance of the post-colonial critique and its main proponents, Said, Spivak and Bhabha (otherwise known as the "Holy Trinity"). Reading list: H.G. Gadamer, *Truth and Method*. F. Saussure, *Course in General Linguistics*. J. Derrida, *Of Grammatology*. P. Rabinow, *Foucault Reader*. E. Said, *Orientalism*. T. Mitchell, *Colonizing Egypt*. Hawley, Sati: *The Blessing and the Curse*.

Format: lecture/discussion. Requirements: full attendance and participation and three essays (4-6 pages).

No prerequisites. *Enrollment limit: 30 (expected: 20).*

Hour: 1:10-3:50 T

DREYFUS

### **REL 305T(F) (formerly 285) Haunted: Ghosts in the Study of Religion (W)**

Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves or their opposite, our immobility approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, *Dictations: On Haunted Writing* [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge students to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

Format: tutorial. Requirements: meeting in pairs, each student will either write and present a paper or respond to their partner's paper. Each student will write and present three 3- to 4-page papers, three 5- to 7-page papers, and offer three oral critiques of their partner's paper.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Religion majors.*

Hour: TBA

BUELL

### **REL 306 Feminist Approaches to Religion (Same as Women's and Gender Studies 282) (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel306.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel306.html))

BUELL

## *Religion, Romance Languages*

### **REL 309 History and Religion (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel309.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel309.html))

LEVENE

### **REL 314 Complexity (Same as INTR 314 and Philosophy 354) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel314.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel314.html))

TAYLOR

### **REL 333 Money (Same as INTR 333) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rel/rel333.html](http://www.williams.edu/Registrar/catalog/depts/rel/rel333.html))

TAYLOR

### **REL 342(S) Science and Religious Experience (Same as Physics 342 and INTR 342)**

(See under IPECS—INTR 342 for full description.)

*Satisfies one semester of the Division II requirement. It is recommended for students interested in the implications of science for other disciplines, but it may not be used to satisfy the Division III distribution requirement or the minimum requirements for the Physics or Astrophysics major.*

### **REL 402(S) Issues in the Study of Religion**

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research. Topic for 2003: TBA.

Requirements: class reports, papers, and substantial research projects.

Prerequisites: senior major status *or* permission of instructor. *Enrollment limit: 30 (expected: 12).*

Hour: 1:10-3:50 W

BUELL

### **REL 493(F)-W031; W031-494(S) Senior Thesis**

### **REL 497(F), 498(S) Independent Study**

## **ROMANCE LANGUAGES (Div. I)**

*Chair, Associate Professor* LEYLA ROUHI

Professors: BELL-VILLADA, NORTON. Associate Professor: ROUHI. Assistant Professors: FOX, FRENCH, PIEPRZAK. Visiting Professor: NICASTRO. Visiting Assistant Professor: BOUVIER. Part-time Lecturer: DESROSIERS. Visiting Part-time Lecturer: J. JOHNSON. Teaching Associates: ARGIMON, BRAVO, RIOBOO, SERRALLER, SPAAK.

## **FRENCH**

### **MAJOR—French Language and Literature**

The French major consists of nine courses above the 103-104 level with optimally one course each from the following areas:

- 1) Poetry and Poetics
- 2) Prose Narrative and Fiction
- 3) Theatre and Dramatic Literature
- 4) Thematics, Special Topics, Survey Courses

Students must also take a 400-level capstone seminar which may count toward any of the four required areas.

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.

The major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts. Emphasis is placed on the changes in form and subject matter from the Renaissance to the modern era.

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. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- 1) at least two courses in French language and/or literature above the French 103 level;
- 2) a senior seminar;
- 3) *Electives*: The remaining courses needed to complete the major must be drawn from at least *three* different departments and relate primarily to an aspect of the culture, history, society, and politics of France. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

History 331 The French and Haitian Revolutions

Religion 301 Psychology of Religion

All courses in French literature and language above the 103 level.

In addition, students should take at least two non-language courses that are taught in French.

#### THE DEGREE WITH HONORS IN FRENCH

Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W031-494). The thesis will be written in French and will usually be in the range of from forty to sixty pages. Candidates are expected to submit thesis proposals in May of their junior year. By the end of the first semester of the senior year, students will normally have finished the research for the thesis. By the end of the winter study period, candidates will submit to the department an outline and rough draft of their work. At this time, the student will make a presentation of his project at a departmental colloquium. The thesis will be discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent revising and rewriting the thesis. The completed dissertation in its final form will be due at the end of April. The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 030). At the end of the spring semester the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

#### 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. Major credit for study abroad will normally be assigned as follows: up to 1 credit for one semester and up to 3 credits for a full year or two semesters. The final assignment of credit will be authorized in consultation with the student's major advisor once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French by the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may well be beneath the pedagogical standards normally associated with a Williams education, students will receive credit for only those programs recommended by the department. Please consult a faculty member to find out which programs are acceptable. Normally, the department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams.

#### LANGUAGE AND CIVILIZATION COURSES

##### **RLFR 101(F)-W088-102(S) Elementary French**

This is a year-long course which offers a thorough introduction to basic French language skills: understanding, speaking, reading, and writing.

Format: the class meets five hours a week. Evaluation in both semester-long courses will be based on quizzes, midterm and final exams, compositions, and class participation.

## Romance Languages

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

For students who have taken less than two years of French in high school.

Hour: 9:00-9:50 MWF and 8:55-9:45 TR

First Semester: BOUVIER

9:00-9:50 MWF and 8:55-9:45 TR

Second Semester: PIEPRZAK

### **RLFR 103(F) Intermediate French**

The first semester of intermediate French continues and enhances the language skills begun in French 101-102. Greater emphasis is placed on the integration of vocabulary and grammatical structures into meaningful contexts so as to expand reading and comprehension as well as written and oral self-expression. The course joins the development of written and oral skills to a review of significant aspects of French grammar, which are now studied in greater depth and used with greater understanding. Francophone cultures will be presented through the reading of short literary and journalistic texts, the screening of films, and the analysis of other cultural realia. *Conducted in French.*

Format: class meets for four hours a week and includes a mandatory language laboratory component. Requirements: class participation, oral class presentations, short papers, exams, and quizzes.

Prerequisites: French 101-102 or examination placement. *Enrollment limit: 20 (expected: 20).*

*NOTE: Students should seriously consider taking French 103 AND 104 if they intend to enroll in more advanced French courses at the level of French 105 or above.*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 1:10-2 W; 2:10-3 W

PIEPRZAK, BOUVIER

### **RLFR 104(S) Advanced Intermediate French**

The goal of this course is to build on the writing, reading, and aural comprehension skills in French developed at the elementary and intermediate levels (specifically those of French 103). The course will consist of a continued review of fundamental grammar structures, but will emphasize the application and assimilation of those structures in activities of composition, oral presentation, and discussion. Textual resources will be drawn from literary and cultural settings and will be used to develop basic analytical skills in French. *Conducted in French.*

Requirements: class participation, oral class presentations, short papers, quizzes, and exams.

Prerequisites: French 101-102, 103, or examination placement. *Enrollment limit: 20 (expected: 20).*

Hour: 11:20-12:35 TR

Conference: 1:10-2 W

NORTON

### **RLFR 105(F) Studies in French Language and Culture**

The goal of this advanced language course is to strengthen students' skills in speaking, writing, and thinking in French, while at the same time developing their knowledge of French culture as it has been expressed through the centuries in literature, art, history, and—more recently—film. Grammar will be reviewed, and texts will be chosen from French and Francophone sources. *Conducted in French.*

Requirements: short papers, regular quizzes and exams, oral presentations, and active participation in class discussions.

Prerequisites: French 104, an SAT score of 600, or by placement.

Hour: 11:20-12:35 TR

NORTON

## LITERATURE COURSES

### **RLFR 109(F) Introduction to French Literature: Laughter and Despair**

Through an organized web of obsessions, this course will introduce students to some seminal moments of French literature and culture. In the face of human misery and futility, the writers selected respond in a multiplicity of ways, ranging from despair to laughter. The course will gravitate around dialectically opposed though not exclusive notions such as seriousness and frivolity (frivolous seriousness, serious frivolity), depth and superficiality, being and appearance, the Court and the City. By establishing connections between the various genres and periods, the course will show how the reading of one text infects and enhances our understanding of another. Readings will include: Villon, Du Bellay, Ronsard, Pascal, Molière, Perrault, Constant, Flaubert, and Ionesco. *Conducted in French.*

Requirements: class participation, several short papers, an oral presentation, and an hour exam.

Prerequisites: French 104 or 105 or by placement test or by permission of instructor.

Hour: 9:55-11:10 TR

NORTON

### **RLFR 110(S) Introduction to French Literature: The Search for Identity**

"We are so used to disguising ourselves for others," wrote the seventeenth-century author, La Rochefoucauld, "that we wind up disguised to ourselves." Through the study of short masterpieces from the sixteenth through twentieth centuries, we will study a variety of authors' different approaches to questions of self-deception, self-discovery and self-understanding. Writers to be studied include Montaigne, Pascal, Voltaire, Rousseau, Chateaubriand, Mme de Duras, Balzac, Maupassant, Sartre, Camus, Sarraute. *Conducted in French.*

Format: discussion/lecture. Requirements: active participation in class discussions, a midterm exam, several short papers, one oral presentation.

Prerequisites: French 105, or 109, or by placement test, or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 1:10-2:25 MR

BOUVIER



**RLFR 111(F) Introduction to Francophone Literature: Roots, Families, Nations\***

Mothers, sisters, fathers, brothers, cousins. Orphans, illegitimate children, runaways, exiles. As Leo Tolstoy wrote in the opening of his 1877 novel, *Anna Karenina*, "All happy families resemble one another; every unhappy family is unhappy in its own fashion." The Francophone world, stretching across Europe, Africa, the Middle East, Asia and the Americas, has often been described as an unhappy family, joined by a shared language, but also by a problematic history. Through novels and films, this course will examine how writers and filmmakers from the Francophone world have approached the idea of family both literally and metaphorically, using the idea of family to explore questions of identity, origins, colonialism, resistance, nationhood and interconnectedness in a global community. Authors we will read include: Mariama Bâ (Senegal), Leila Sebbar (France), Driss Chraïbi (Morocco), Dany Laferrière (Haiti), Maryse Condé (Guadeloupe), Assia Djebar (Algeria). *Conducted in French.*

Format: lecture/seminar. Requirements: active class participation, reading journal, two short papers, an oral presentation, and a one-hour exam.

Prerequisites: French 105 or above or results of the College Placement Exam, or permission of instructor. *Enrollment limit: 22 (expected: 22).*

Hour: 1:10-2:25 MR

PIEPRZAK

**RLFR 202(S) French Film**

In this course we will discuss a series of films that are representative of the rich and varied tradition of French cinema from its origins to the recent past. We will be paying particular attention to the ways in which films engage the spectator and use moving images and recorded sound to tell their stories. We will also be considering how the films reflect on and interrogate aspects of twentieth-century French and Francophone culture and society, and in particular on the role of film itself as a vehicle of cultural perception. In addition to reading a selection of short texts on film criticism, we will be viewing the early films of the Lumière brothers, films from the twenties and thirties of Jean Vigo, Abel Gance and Jean Renoir; films from the fifties of Robert Bresson and Jacques Tati, films from the New-Wave cinema of the sixties by such directors as Truffaut and Jean-Luc Godard and more recent films of Agnès Varda, Claude Chabrol and others. *Conducted in French.*

Format: seminar. Requirements: frequent short writing assignments on each of the films, two short papers, one longer paper, one presentation.

Prerequisites: French 109, 110 or 112, or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 11:00-12:15 MW

BOUVIER

**RLFR 206(F) (formerly 307) The Female Prison: Convents and Brothels**

In this course, we will examine eighteenth-, nineteenth-, and twentieth-century texts in which woman's destiny is defined in terms of spatial, social, and psychological confinement in mysticism or sexuality, excluding her from marriage and society. Convents and brothels, schools that teach ambiguous sexuality, subversion, and revolt, may be more interchangeable than antithetical. Texts include Diderot's *La Religieuse*, Prévost's *Manon Lescaut*, Laclos's *Les Liaisons Dangereuses*, Mme. de Lafayette's *La Comtesse de Tende*, Mme. de Duras's *Ourika*, Maupassant's *La Maison Tellier*, Zola's *Nana*, Colette's *Gigi*, and Beauvoir's *Le Deuxième Sexe*. *Conducted in French.*

Format: seminar. Requirements: several short papers and class presentations.

Prerequisites: any French literature course. *No enrollment limit (expected: 12).*

Hour: 2:35-3:50 MR

DUNN

**RLFR 207(S) Nineteenth-Century French Novel**

Still perceived as a "minor" genre at the end of the eighteenth century, the novel was quickly elevated as the literary form of choice in the years following the French revolution. In this course we will trace the evolution of the novel with respect to the broad contexts of nineteenth-century French history and culture. We will focus in particular on the rise of French realism and its relation to the development of modernity in France, examining the treatment of such themes as revolution, money and commercialism, urban space (the street, the arcade, the barricade), the changing role of women in French society and the emerging contours of modern identity - along with its distinctively modern pathologies (alienation, boredom, addiction). Texts will include Stendhal's *La Chartreuse de Parme*, George Sand's *Indiana*, two shorter works of Balzac (*Le Colonel Chabert*, *Gobseck*), Flaubert's *Madame Bovary* and Zola's *Au Bonheur des Dames*. To help illuminate the problem of literary realism, we will take up the question of realist representation in the visual arts as well, examining relevant works by such artists and photographers as Courbet, Millet, Daumier, Manet, Degas, Nadar and Atget. We will also view film adaptations of several of the works we'll be reading, which will allow us to investigate the seemingly natural affinity between the nineteenth-century novel and the cinema. *Conducted in French.*

Format: seminar. Requirements: class participation, an oral presentation, three short papers and a final longer paper.

Prerequisites: French 109 or 110, or permission of instructor. *Enrollment limit: 20 (expected: 15).*

Hour: 10:00-10:50 MWF

BOUVIER

*Romance Languages*

**RLFR 211 The Poetry of Revolution and Modernism: Baudelaire, Rimbaud, Mallarmé (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlfr/rlfr211.html](http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr211.html))

STAMELMAN

**RLFR 212(S) Sister Revolutions in France and America (Same as Leadership Studies 212 and History 393)**

(See under Leadership Studies for full description.)

**RLFR 215(F) The Fashioning of Fashion: Theory and Practice (Same as Comparative Literature 215)**

(See under Comparative Literature for full description.)

**RLFR 216 French Romanticism (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlfr/rlfr216.html](http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr216.html))

**RLFR 217(S) Solitude and Solidarity**

Do human beings need solitude to discover our true, authentic selves, to confront our mortality, to push ourselves to the limits of human experience? Or are we essentially sociable beings who find meaning and even transcendence through solidarity and fraternity? We will explore variations of these visions of the human condition in writers from the sixteenth to the twentieth centuries. Authors include Montaigne, Pascal, Voltaire, Rousseau, Michelet, Maupassant, Saint-Exupéry, Mauriac, Camus, Ionesco, and Beckett. *Conducted in French.*

Format: seminar. Requirements: three short papers and three class presentations

Prerequisites: any course in French literature. *No enrollment limit (expected: 12).*

Hour: 2:35-3:50 MR

DUNN

**RLFR 226(S) Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War\***

Today the countries of North Africa are experiencing rapid social change. Rap music and the Spice Girls 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 alongside 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.*

Requirements: active class participation, reading journal, two short papers, an oral presentation and a final paper.

Prerequisites: French 109 or above or results of the College Placement Examination, or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 1:10-2:25 TF

PIEPRZAK

**RLFR 302 The Spirit of the Renaissance: Rediscovery and Invention (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlfr/rlfr302.html](http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr302.html))

NORTON

**RLFR 303 The Voyage of the Renaissance Poet: The Poetics of Regret and Transcendence (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlfr/rlfr303.html](http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr303.html))

NORTON

**RLFR 308 Origins and Originalities: Literary Masterpieces of the Renaissance (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlfr/rlfr308.html](http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr308.html))

NORTON

**RLFR 312 Between the Two World Wars (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlfr/rlfr312.html](http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr312.html))

**RLFR 316 (*formerly 214*) Travels, Topographies, Curiosities and Encounters: The Renaissance Sense of Place (*Not offered 2003-2004*)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlfr/rlfr316.html](http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr316.html))

NORTON

**RLFR 330 The Poetics and Politics of Memory (*Not offered 2003-2004*)**

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr330.html>)

STAMELMAN

**RLFR 408(S) The Age of Mirrors: Proportions and Disproportions in the Seventeenth-Century Text**

One of the most luminous architectural images of Louis XIV's court is the Hall of Mirrors at Versailles. As an exercise in decorative bluff, it embodies the aspirations of a culture fascinated by strategies of deception, the simultaneous harmonizing and dislocation of one's sense of space and vision. This course will examine some of the consequences of this displacement in a literary culture which too often has been conceived in the strictly neoclassical terms of order and codification. Among the themes and topics to be considered will be court spectacle, man's disorientation and reconciliation in the cosmos, the art of silence and conversation, the strategies and limits of rhetoric, the 'je ne sais quoi', the tragic and comic visions, and the portraits of court and bourgeois society. Readings will include selections from the works of Pascal, Boileau, Descartes, La Fontaine, Corneille, Racine, Molière, Madame de Sévigné, Saint-Simon, La Bruyère, and Fénelon. *Conducted in French.*

Requirements: class participation, three shorter papers, an oral presentation, and an hour-long exam. Prerequisites: French 109, 110, 111 or permission of instructor.

Hour: 9:55-11:10 TR

NORTON

**RLFR W030 Honors Essay**

**RLFR 493(F)-W031-494(S) Senior Thesis**

**RLFR 497(F), 498(S) Independent Study**

**RLFR 511(F) Intensive Grammar and Translation**

An intensive grammar course for students interested either in developing or in improving their basic reading skills in French. Emphasis will be on a general review of grammar and sentence structure as well as on developing a wide range of vocabulary centered around art history. *Conducted in English.* Evaluation will be based on participation, papers, a midterm, and a final exam.

*Enrollment open for graduate students; others by permission of instructor.*

Hour: TBA

DESROSIERS

**RLFR 512(S) Readings in French Art History and Criticism**

This course is an intensive translation seminar for the Williams College Graduate Program in Art History and for interested undergraduate students, with permission of instructor.

The core of the course is based on the reading and translating of a variety of critical works covering different periods and different genres in the field of Art History. The various texts read in this class will be analyzed in form and content, translated or summarized in order to develop the skills and understand the techniques necessary to accurately read French. Grammar will systematically be reviewed in context.

Evaluation will be based on participation, papers, a midterm, a project and a final examination.

Prerequisites: French 511 or permission of instructor.

Hour: TBA

DESROSIERS

## ITALIAN

**RLIT 101(F)-W088-102(S) Elementary Italian**

This is a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written compositions on a regular basis.

The class, which meets five hours a week, is conducted entirely in Italian.

Evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%).

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

*Enrollment limit: 22. The course is not open to those who have had one year or more of high school Italian. Instructor will prioritize on the basis of study abroad plans and year at Williams.*

Hour: 9:00-9:50 MWF and 8:30-9:20 TR

NICASTRO

**RLIT 103(F) Intermediate Italian**

This course reviews and builds on vocabulary and structures studied in first-year college-level Italian. As a means to this end, students will engage in text-based grammar-review drills in meaningful context; and will read short stories, excerpts of a contemporary novel, and non-literary texts dealing with current issues in Italian society.

Evaluation will be based on classroom participation, completion of assigned exercises, and a combination of chapter tests, and a final exam.

Prerequisites: Italian 102 or equivalent. *Enrollment limit: 25 (expected: 15).*

Hour: 11:00-11:50 MWF

NICASTRO

**RLIT 219(F) Venice: City of Stone, Water, and Dreams (Same as Comparative Literature 219)**

(See under Comparative Literature for full description.)

## Romance Languages

### SPANISH

The Spanish major consists of nine courses above the 103-104 level. These nine courses include 301, any 200 level or above (*excluding RLSP 205 and RLSP 303*), and 403.

The major seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students majoring in Spanish may replace one of their Spanish electives with a course in Comparative Literature, with one course in Latin-American Studies that is 200-level or higher, or with a course in Linguistics.

Inasmuch as all courses in Spanish assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

#### THE DEGREE WITH HONORS IN SPANISH

Candidates for a senior thesis must have maintained a 3.5 GPA in the major by the time of proposal submission. Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to devote to their theses two semesters of Independent Study (beyond the nine courses required for the major—and the winter study period of their senior year (493-W031-494). The thesis will be written in Spanish and will usually be in the range of from forty to sixty pages. Candidates are encouraged to submit thesis proposals in May of their junior year. By the end of the first semester of the senior year, students will normally have finished the research for the thesis. By the end of the winter study period, candidates will submit to the department a completed first draft of their work. At this time, the student will make a presentation of his project at a departmental colloquium. The thesis will be discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent revising and rewriting the thesis. The completed dissertation in its final form will be due at the end of April.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 030) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

#### THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the Certificate. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

List of possible electives in other departments:

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America  
Anthropology 216 Native Peoples of Latin America  
Anthropology 217 Mesoamerican Civilizations  
ArH 200 Art of Mesoamerica  
ArH 209/Anthropology 219 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba  
Economics 226 Economic Development and Change in Latin America  
History 242 Latin-American from Conquest to Independence  
History 243 Modern Latin America, 1822 to the Present  
Political Science 344 Rebels and Revolution in Latin America  
Political Science 349T Cuba and the United States

Other electives may likewise be considered as departments create new courses. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

#### PLACEMENT

A placement test in Spanish is administered at Williams at the opening of the fall semester. Incoming first-year students who wish to register for any Spanish courses above the 101 level must take this test.

## STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to include study in Spain or Latin America as part of their program at Williams. Through its special ties with the Hamilton College Academic Year in Spain, the department offers a comprehensive linguistic and cultural experience in a Spanish-speaking environment, for periods either of a semester or a year. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Students interested in study abroad should consult with a member of the department at their earliest convenience.

### **RLSP 101(F)-W088-102(S) Elementary Spanish**

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is conducted by the intensive oral method.

Format: the class meets five hours a week. Requirements: students will complete workbook and CD-ROM exercises weekly. Evaluation will be based on participation, regular homework exercises, quizzes, midterms, and a final exam.

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

*Enrollment limit: 20—For students who have studied less than two years of Spanish in secondary school.*

Hour: 10:00-10:50 MTWRF  
10:00-10:50 MTWRF

First Semester: FOX  
Second Semester: FRENCH

### **RLSP 103(F) Intermediate Spanish**

This course is a continuation of Spanish 101-102. It focuses on the review of grammar and stresses the spoken as well as the written tongue. Films and reading selections will explore the cultures and current issues of Spain and Latin America.

Format: class meets four hours a week. Requirements: weekly written exercises of 1 to 2 pages, regularity of class participation, oral reports, frequent quizzes, and a final exam.

Prerequisites: Spanish 101-W-102 or results of the Williams College placement exam. *Enrollment limit: 22 per section (expected: 22 per section).* Two sections.

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 2:10-3 W; 3:10-4 W BELL-VILLADA, FRENCH

### **RLSP 104(S) Upper Intermediate Spanish**

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. Films and reading selections will enable students to deepen their understanding of Hispanic cultures.

Format: class meets four hours a week. Requirements: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, midterm and a final exams.

Prerequisites: Spanish 103 or the results of the Williams College placement exam. *Enrollment limit: 22 (expected: 22).*

Hour: 12:00-12:50 MWF Conferences: 2:10-3 W; 3:10-4 W J. JOHNSON

### **RLSP 105(F) Advanced Composition and Conversation**

This course involves intensive practice in speaking and writing. Students are also expected to participate actively in daily conversations based on selected short stories by Peninsular writers, write frequent compositions, and perform regular exercises using the World Wide Web. Conducted in Spanish. Evaluation will be based on regularity of class participation, frequent quizzes and compositions, and a final exam. This course requires students to have produced 20 or more pages of writing by the end of the semester.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20.*

Hour: 10:00-10:50 MWF Conferences: 2:10-3 W; 3:10-4 W ROUHI

### **RLSP 106(S) Advanced Composition and Conversation**

This course may be taken separately or as a continuation of Spanish 105. Written and oral work will be based on selected short stories by Latin-American writers. Weekly compositions, plus regular exercises in the language laboratory.

Requirements: a weekly essay based on the stories read in class, written laboratory exercises, participation in the grammatical and literary discussions, quizzes, a midterm, and a final exam.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20.*

Hour: 11:00-11:50 MWF Conference: 1:10-2 W, 2:10-3 W, 3:10-4 W BELL-VILLADA

### **RLSP 200(S) (formerly 112) Latin-American Civilizations\***

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribu-

## Romance Languages

tion, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*  
Requirements: two essays on assigned topics, active discussion of the ideas and the facts presented in class, a midterm, and a final.  
Prerequisites: Spanish 105 or permission of instructor. *Enrollment limit: 20 (expected: 20).*  
Hour: 2:35-3:50 MR BELL-VILLADA

### **RLSP 201(F) (formerly 111) The Cultures of Spain**

Each of the many cultures and civilizations that has settled in Spain has left its mark. Linguistically, culturally, and historically Spain is a composite of the groups that have inhabited the peninsula in the past, which include Iberians, Celts, Phoenicians, Greeks, Carthaginians, Romans, Visigoths, Arabs, and Jews. The contributions of these different groups, combined with other factors such as geography and climate, will be our starting point in understanding Spain's past. Today, Spain's cultural diversity also reflects the many distinct autonomous regions of which the country is composed, such as Cataluña and the Basque country, and the recent influx of immigrants from all over the world. In this course we will consider Spain past and present. We will study periods of tolerance and cultural brilliance, such as the co-existence of Arabs and Jews in Medieval Cordoba, as well as times of censorship and repression such as the Inquisition and the post Civil War under Franco. Materials will include representative works from literature, art, architecture, music, and film. Secondary texts will also be provided for historical and socio-political background and reference.

*Conducted in Spanish.*

Requirements: active participation in class discussions, an oral presentation, several short writing assignments, a midterm and a final.

Prerequisites: Spanish 105, permission of instructor, or results of the Williams College Placement Exam. *Enrollment limit: 20 (expected: 20).*

Hour: 11:00-11:50 MWF

FOX

### **RLSP 202 The Generation of 1898 (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlsp/rlsp202.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp202.html))

### **RLSP 203(F) Major Latin-American Authors: 1880 to the Present (W)\***

A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, and García Márquez. *Conducted in Spanish.*

Prerequisites: Spanish 105 or higher. *Enrollment limit: 22.*

Hour: 2:35-3:50 MR

BELL-VILLADA

### **RLSP 205 The Latin-American Novel in Translation (Same as Comparative Literature 205)**

*(Not offered 2003-2004)\**

(See online: [www.williams.edu/Registrar/catalog/depts/rlsp/rlsp205.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp205.html))

BELL-VILLADA

### **RLSP 208(S) The Spanish Civil War in Literature and Film**

The Spanish Civil War (1936-1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still divide Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries—including Germany, Italy, the United States, and Russia—vis-a-vis Spain, as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Fernán-Gómez, and Matute. Films will include documentaries as well as classic and contemporary features. *Conducted in Spanish.*

Evaluations will be based on lively class participation, an oral report, short written assignments, and two papers.

Prerequisites: Spanish 111, permission of instructor, or results of the Williams College Placement Exam. *Enrollment limit: 20.*

Hour: 9:55-11:10 TR

FOX

### **RLSP 211 Survey of Medieval and Golden Age Spanish Literature (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlsp/rlsp211.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp211.html))

ROUHI

### **RLSP 214(S) Contemporary Spanish Literature**

This course will look at the period of Spanish literature from 1939 (the end of the Civil War) to the present day. Special emphasis will be placed on the important tradition of female authors that emerged

during this period. Our readings will highlight the reflection of key historical, socio-political, and cultural moments and tendencies in several novels and plays. The eras we will consider are: the immediate postwar period (the 1940s), the socially and politically engaged 1950s and 1960s, the transition to democracy and la movida, and finally the 1990s and the beginning of this new century. We will study the concerns and themes of Spanish literature today and consider their evolution since 1939. A guiding question throughout the course will be the nature of Spain's relationship to its past—especially to the memory of the Civil War and the post-war—and how this relationship affects Spain's present and future. Readings will include novels and plays by Carmen Laforet, Camilo José Cela, Antonio Buero Vallejo, Luis Martín Santos, Carmen Martín Gaité, Antonio Muñoz Molina, Dulce Chacón, Almudena Grandes. *Conducted in Spanish.*

Format: seminar. Requirements: active participation in class discussions, an oral presentation, several short writing assignments, and a final paper.

Prerequisites: Spanish 105 or above, or placement via Williams College exam. *Enrollment limit: 22 (expected: 22). Preference given to students with background in literature.*

Hour: 1:10-2:25 MR

FOX

**RLSP 217(F) Love in the Spanish Golden Age**

The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, Cervantes, San Juan de la Cruz, and others will show us how the theme was treated from diverse perspectives, and how it related to key concepts such as honor, religion, and artistic creativity. *Conducted in Spanish.*

Evaluation will be based on meaningful participation and frequent short written assignments with one longer composition.

Prerequisites: Spanish 105 and above or permission of instructor. *Enrollment limit: 20. Preference given to students with a background in literature.*

Hour: 1:10-3:50 W

ROUHI

**RLSP 219 Humor in Spanish-American Literature (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlsp/rlsp219.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp219.html))

FRENCH

**RLSP 301 Cervantes' Don Quijote (Not offered 2003-2004; to be offered 2004-2005) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlsp/rlsp301.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp301.html))

FOX

**RLSP 303 Cervantes' Don Quixote (Same as Comparative Literature 303) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/rlsp/rlsp303.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp303.html))

ROUHI

**RLSP 306T Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (Not offered 2003-2004) (W)\***

(See online: [www.williams.edu/Registrar/catalog/depts/rlsp/rlsp306.html](http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp306.html))

BELL-VILLADA

**RLSP 308T(S) The Other Cervantes (Same as Comparative Literature 308T) (W)**

Miguel de Cervantes is rightfully known as the father of the modern novel, and admired worldwide for his unforgettable *Don Quijote*. This tutorial will offer the students the opportunity to read another masterpiece by Cervantes, his collection of short prose works collectively titled *La novelas ejemplares* (The Exemplary Novels). These tales are remarkable for their lively plots and characters, their heightened consciousness of literary tradition, and above all their courageous—and successful—originality of design. The tutorial will generally focus on one tale per week, with the possibility of devoting two weeks to a tale in cases where the narrative requires deeper analysis. Attention will be given to the structure and design of the tales, the literary world that shaped them, and the often unsettling implications of Cervantes' approach to themes such as insanity, woman's honor, man's relationship to Nature and animals, and the role of chance in art and life.

Format: tutorial. Requirements: students will meet in pairs with the instructor one hour per week. They will write a 5-page paper in alternate weeks, and comment on their tutorial partner's paper in other weeks. They will be expected to conduct research for each paper (secondary sources will accompany each reading) and to formulate their oral and written arguments with great care. The tutorial is designed to accommodate both Spanish and non-Spanish speakers, paired according to language. Credit for Spanish major given only to students who take the Spanish option.

Prerequisites: students in the Spanish side will require permission of instructor, or the appropriate results of the Williams College Placement Test, or evidence of prior College-level work in Spanish literature. All students must have taken at least one 200-level literature course at Williams.

*Enrollment limit: 10 (expected: 10). Preference given to Spanish and Comparative Literature majors; not open to anyone who has not had a 200-level literature course.*

Hour: TBA

ROUHI

**RLSP 403(F) Senior Seminar: Revolution in Latin American Literature and Film (W)\***

What do we mean when we speak of "revolution" in Spanish-American history: a time of sudden and momentous socio-political change, or a simple rotation, as the word's Latin root (revolvere: to turn

## Romance Languages, Russian

over) would suggest? This year's senior seminar will investigate the literature and films that have alternately fostered, resisted and recounted the long series of revolutions that punctuate Spanish America's history from the late 1700's to the present. We will examine the connections between the region's earliest revolutions (the Haitian Revolution and the Independence Wars) and twentieth-century upheavals in Mexico, Cuba and Nicaragua, paying particular attention to the cyclical, even circular structures of many of these texts. We will explore the relationship between cultural and political discourse, in terms of both the propagandistic uses of language and the ways in which changing historical circumstances (or the desire for historical change) have prompted artists to search for new forms of creative expression. Other issues to be explored include the individual vs. collective experience of revolution, and the efforts of marginal subjects (racial minorities, women and gays) to inscribe themselves in collective narratives of social change. Writers to be considered may include: Simón Bolívar, Fray Servando Teresa de Mier, Karl Marx, V.I. Lenin, Joseph Conrad, Alejo Carpentier, Mariano Azuela, Elena Garro, Carlos Fuentes, Ché Guevara, Nicolás Guillén, Gabriel García Márquez, Ernesto Cardenal, Gioconda Belli. Films may include *Vámonos con Pancho Villa* (Fernando de Fuentes), *De cierta manera* (Sara Gómez) and *Memorias del subdesarrollo* (Gutiérrez Alea).

Format: seminar. Requirements: attendance and active participation, brief reaction papers, oral presentations, 5-page paper, proposal and 15-page paper.

Prerequisites: a Spanish 300-level course excluding 303, permission of instructor, or placement via Williams College exam. *Expected enrollment*: 8.

Hour: 1:10-2:25 TF

FRENCH

**RLSP W030 Honors Essay**

**RLSP 493(F)-W031-494(S) Senior Thesis**

**RLSP 497(F), 498(S) Independent Study**

## RUSSIAN (Div. I)

*Chair*, Professor BRUCE KIEFFER

Professor: GOLDSTEIN. Associate Professor: CASSIDAY. Assistant Professor: VAN DE STADT.  
Visiting Assistant Professor: HOPE. Teaching Associate: TBA.

### LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. Russian 101-W088-102 covers the basics of Russian grammar. Russian 103 and 104 offer additional instruction in grammar and provide extensive practice in reading and conversation. Russian 201 and 202 aim to develop facility in speaking, writing, and reading.

### STUDY ABROAD

The department strongly encourages students desiring to attain fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 104 or the equivalent and junior standing are normally prerequisite for study abroad.

### LITERATURE AND CULTURE IN TRANSLATION

The department regularly offers courses on Russian literature and culture in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with the major achievements in Russian literary and cultural history.

### THE CERTIFICATE IN RUSSIAN

To enhance a student's educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand his or her knowledge in a related field.

The course of study for the certificate gives credit for Russian 101 and 102, which do not count toward the major. Students who enter Williams with previous training in Russian may substitute more advanced courses for the 100- and 200-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

Students must receive a minimum grade of B in each course taken in the sequence. In addition, they must receive a score of at least 85% on a standardized language proficiency test administered by the department.



*Required Courses*

101  
102  
103  
104  
201

*Electives*

- at least one course on Russian cultural history
- at least one course on Russian intellectual, political, or social history, or post-Soviet economics

**MAJORS**

The department supports two distinct majors: *Russian Literature* and *Russian Studies*.

*Russian Literature*

The Russian Literature major consists of ten courses. Students selecting this major should usually have completed Russian 202 or the equivalent by the end of the junior year. Majors will normally be expected to take a 400-level Russian course in their senior year, even if they have previously taken another 400-level class.

*Required Courses*

Russian 103, 104   Intermediate Russian  
Russian 201, 202   Advanced Russian  
Russian 402   Senior Seminar

*Electives*

Five other courses. At least two must focus on topics in Russian literature. One may be a relevant course offered in other departments and programs such as Comparative Literature, Economics, History, and Sociology.

Russian Literature majors may receive major credit for up to four courses taken during study abroad.

*Russian Studies*

Russian Studies offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art.

The Russian Studies major consists of ten courses. Students selecting the major must normally complete Russian 202 or the equivalent by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version.

*Required Courses*

Russian 103, 104   Intermediate Russian, or the equivalent  
Russian 201, 202   Advanced Russian  
Russian 402   Senior Seminar

*Electives*

Five other courses drawn from Russian offerings above 202 and offerings in other departments chosen in consultation with the chair of the Russian Department. The electives must include courses from at least two departments other than Russian. Examples of appropriate courses in other departments are:

Economics 365   Economic Reform in Eastern Europe and the Former Soviet Union  
History 140   *Fin-de Siecle* Russia: Cultural Splendor, Imperial Decay  
History 240   Muscovy and the Russian Empire  
History 241   The Rise of the Soviet Union  
History 440   Reform, Revolution, Terror: Russia, 1900-1939  
History 441   Gorbachev and the Collapse of the Soviet Union

Russian Studies majors may receive major credit for as many as four courses taken during study abroad.

**THE DEGREE WITH HONORS IN RUSSIAN**

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493- W031-494) of honors quality.

## Russian

### **RUSS 101(F)-W088-102(S) Elementary Russian**

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all four language skills: listening comprehension, speaking, reading, and writing, through intensive use of authentic written materials and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who have studied Russian in secondary school, consultation with the instructor is required before registering for any Russian language course in the sequence 101 through 202.

Format: the class meets five hours a week. Regular assignments requiring work in the language lab are given. Requirements: active class participation, completion of all written and lab assignments, quizzes, tests, and a final exam.

Credit granted only if both semesters are taken. Students electing this course are required to attend and pass the sustaining program in the winter study period.

Hour: 9:00-9:50 MWF and 8:30-9:45 TR

9:00-9:50 MWF and 8:30-9:45 TR

First Semester: CASSIDAY

Second Semester: VAN DE STADT

### **RUSS 103(F), 104(S) Intermediate Russian**

A continuation of Elementary Russian 101-102, this course seeks to develop conversation, comprehension, and composition skills through the use of a variety of materials that treat topics from Russian and Soviet culture, current events, and daily life. Selected readings from Russian short stories are included, as are the review and expansion of grammar topics covered in 101-102.

Format: the class meets four hours a week with the fourth hour a conversation conference section, time to be arranged. Requirements: active class participation, completion of all written and lab assignments, quizzes, and a final exam.

Prerequisites for 103: Russian 101-102 *or* permission of instructor.

Prerequisites for 104: Russian 103 *or* permission of instructor.

Hour: 10:00-10:50 MWF

10:00-10:50 MWF

First Semester: VAN DE STADT

Second Semester: HOPE

### **RUSS 201(F), 202(S) Advanced Russian**

This course focuses on vocabulary building and intensive development of reading, spoken, and written skills. Conversation is not so much emphasized as is the ability to present and defend a point of view. A wide variety of literary and journalistic texts will be read and discussed. Russian television news and films will also be viewed.

Format: the class meets four hours a week with the fourth hour a conversation conference section, time to be arranged. Requirements: active class participation, completion of all written assignments, quizzes, several short essays, and a final exam.

Prerequisites for 201: Russian 104 *or* permission of instructor.

Prerequisites for 202: Russian 201 *or* permission of instructor.

Students considering study in Russia are strongly advised to complete these courses before embarking on such study.

Hour: 11:00-11:50 MWF

11:00-11:50 MWF

First Semester: HOPE

Second Semester: CASSIDAY

### **RUSS 203(F) Nineteenth-Century Russian Literature in Translation (Same as Comparative Literature 203)**

This course will explore Russian literature of the nineteenth century, a time of vast social change, intellectual ferment, and profound literary achievement. We will examine some of the century's most significant writings, both as carefully constructed works of art and as elements of a debate confronting, among other things, questions of national identity, political destiny, the nature of power, the place of women in society, and the role of the writer. Readings by Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others. No knowledge of Russian is necessary. *All readings will be in English.*

Format: lecture/discussion. Evaluation will be based on class participation (including weekly Blackboard postings), three short papers, and a final project.

No prerequisites. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

HOPE

### **RUSS 204 Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (Not offered 2003-2004; to be offered 2004-2005) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/russ/russ204.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ204.html))

CASSIDAY

### **RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/russ/russ206.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ206.html))

GOLDSTEIN

### **RUSS 208 History of Russian Art (Same as ArH 266) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/russ/russ208.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ208.html))

GOLDSTEIN

**RUSS 210T(S) Tolstoy: The Major Novels (Same as Comparative Literature 210T) (W)**

This tutorial will focus on Lev Tolstoy's four novelistic masterpieces—*War and Peace*, *Anna Karenina*, *Resurrection*, and *Hadji Murad*—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 from each pair writing a five-page paper for each class session. For those students without Russian language skills, all works will be read in English translation. For those students who have completed at least three years of college-level Russian, all primary readings, a significant portion of secondary readings, discussion, and writing assignments will be completed in Russian.

Format: tutorial. Evaluation will be based on completion of weekly reading and writing assignments, active discussion during tutorial sessions, and completion of a final synthetic writing assignment.

Prerequisites: for students taking the tutorial in English, none; for students taking the tutorial in Russian, either Russian 202 or the permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Russian majors and to sophomores.*

Hour: TBA

CASSIDAY

**RUSS 222(S) The Russian Short Story (Same as Comparative Literature 222) (W)**

The short story has had a long and illustrious tradition in Russian literature. Beginning in the eighteenth century and continuing in our day, it is a genre to which both literary giants and more modest authors have turned as they embarked upon, or developed, their careers. In this course we will read a variety of short works, from fantastic to society tales, and trace the development and importance of the genre within the Russian literary tradition. Readings will include, Karamzin, Pushkin, Gogol, Gan, Odоеvsky, Chekhov, Zoshchenko, Babel, Bunin and Tolstaya. *All readings will be in English.*

Format: lecture/discussion. Requirements: active class participation, one oral presentation, two papers, and one final research project.

No prerequisites. *Enrollment limit: 19 (expected: 19).*

Hour: 11:20-12:35 TR

VAN DE STADT

**RUSS 301 Russian and Soviet Film (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/russ/russ301.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ301.html))

CASSIDAY

**RUSS 303 Russia in Revolution (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/russ/russ303.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ303.html))

CASSIDAY

**RUSS 305 Dostoevsky and His Age (Same as Comparative Literature 305) (Not offered 2003-2004; to be offered 2004-2005)**

(See online: [www.williams.edu/Registrar/catalog/depts/russ/russ305.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ305.html))

CASSIDAY

**RUSS 307 Music and Nineteenth-Century Russian Literature (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/russ/russ307.html](http://www.williams.edu/Registrar/catalog/depts/russ/russ307.html))

VAN DE STADT

**RUSS 402(S) Senior Seminar: Russia Confronts the East**

Islamic threat? Noble savage? The true Russia? Since the beginning of her history, Russia has been confronting the East in a variety of ways. The East has been a source of danger, a target of imperial ambitions, an exotic dreamland, a place of refuge for rebels and outcasts, a window to the past, and a crucial touchstone for questions of national destiny, morality, and identity. It has also been an essential theme of Russian literature, central to such writers as Pushkin, Lermontov, and Tolstoy. Finally, it is a topic of immense contemporary relevance, as Russia continues to fight a war in the Caucasus and struggles to define its role vis-à-vis the Middle East and Central Asia. This course will examine the ways in which the East has been represented in Russian culture, paying special attention to the wider historical and cultural context. Our texts will range from medieval epics to Romantic travelogues, from lyric verse to contemporary films, and from literary stars to the justly and unjustly forgotten. Discussion and primary readings will be in Russian, with additional readings available in English.

Format: seminar. Evaluation will be based on class participation, several short position papers, a class presentation, and a longer research project.

Prerequisites: Russian 202 or permission of instructor. *No enrollment limit (expected: 3-5).*

Hour: 9:55-11:10 TR

HOPE

**RUSS 493(F)-W031-494(S) Senior Thesis**

**RUSS 497(F), 498(S) Independent Study**

## SCIENCE AND TECHNOLOGY STUDIES (Div. II)

Chair, Professor DONALD deB. BEAVER

*Advisory Committee:* Professors: ALTSCHULER\*\*\*, D. BEAVER, DETHIER, KAPLAN, THOMAN. Assistant Professor: MLADENOVIC.

Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to being concerned with the historical development and a philosophical understanding of the ideas and institutions of science and technology; Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and development and technological change, science and public policy, technology assessment, technology and the environment, scientometrics, and ethical-value issues.

To complete the requirements of the program, students must complete six courses. The introductory course and senior seminar are required and three elective courses are chosen from the list of designated electives. Students may choose to concentrate their electives in a single area such as technology, American studies, philosophy, history of science, economics, environment, current science, or current technology, but are encouraged to take at least one elective in history, history of science, or philosophy. The sixth course necessary to complete the program is one semester of laboratory or field science in addition to the College's three-course science requirement. Other science courses of particular interest include Chemistry 110 and Biology 134.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

### **SCST 101(F) Science, Technology, and Human Values (Same as History of Science 101)**

(See under History of Science for full description.)

### **SCST 401(F) Senior Seminar: Critical Perspectives on Science and Technology**

A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Requirements: research paper or project.

*Satisfies one semester of the Division II requirement.*

Hour: TBA

D. BEAVER

### *Elective Courses*

Anthropology 320 Health and Illness in Cross-Cultural Perspective  
Biology 132 Human Biology and Social Issues  
Biology/Environmental Studies 134 The Tropics: Biology and Social Issues  
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science  
Economics/Environmental Studies 377 Environmental Economics and Policy  
Environmental Studies 307/Political Science 317 Environmental Law  
Environmental Studies 402 Syntheses  
History of Science 240 Technology and Science in American Culture  
History of Science/Philosophy 334 Philosophy of Biology  
Music 223T Music Technology II  
Philosophy 209 Philosophy of Science  
Philosophy 210 Philosophy of Medicine  
Sociology 368 Technology and Modern Society

### *Courses of Related Interest*

ANSO 205 Ways of Knowing  
Anthropology 102/Environmental Studies 106 Human Evolution: Down From the Trees, Out to the Stars  
Anthropology/Environmental Studies 209 Human Ecology

*Science and Technology Studies, Williams Program in Teaching*

ArtH/Environmental Studies 201 American Landscape History  
ArtH 257 Architecture 1700-1900  
Environmental Studies 302 Environmental Planning Workshop  
Geosciences/Environmental Studies 103 Environmental Geology and the Earth's Surface  
History 475 Modern Warfare and Military Leadership  
History of Science 224 Scientific Revolutions: 1543-1927  
History of Science 320/History 293 History of Medicine  
Mathematics 381 History of Mathematics  
Physics 100 Physics of Everyday Life  
Political Science 102 Seminar: The War on Terrorism

**SOCIOLOGY (Div. II)—see ANTHROPOLOGY AND SOCIOLOGY**

**STATISTICS (Div. III)—see MATHEMATICS AND STATISTICS**

**WILLIAMS PROGRAM IN TEACHING**

*Director, SUSAN ENGEL*

The program in teaching is designed to enable Williams Undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program seeks to promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus. The program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach. Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers, or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology for instance) and the process of teaching those topics to elementary and high school students. The program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study. Students seeking certification through an arrangement with the Massachusetts College of Liberal Arts (MCLA) should consult with Susan Engel before the end of their sophomore year.

The following provides a sample outline of the sequence of courses and experiences that an interested student might take

- ◆ Psychology 101 Intro to Psych (required for further psychology courses);
- ◆ Psychology 232 Developmental Psychology and/or
- ◆ Psychology 242 Social Psychology;
- ◆ Psychology 272 Psychology of Education;
- ◆ Psychology 336 Adolescence;
- ◆ In 2004-2005, the program plans to offer an advanced seminar in teaching, with a significant emphasis on student teaching.
- ◆ At least one Winter Study in an intensive teaching practicum. The major programs are in Berkshire County (under PSYC) or in New York City (under SPEC), although other opportunities may be listed elsewhere in the Winter Study section of the course catalogue.

No specific major is required to participate in the program—although some lend themselves easily to certification, such as Mathematics, English, Biology, American history, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work.

Other courses of interest include:

Philosophy 208 The Philosophy of Education  
Psychology 351 Peer Relations  
Mathematics 285 Teaching Mathematics  
Economics 359 The Economics of Higher Education  
Psychology 342 The Psychology of Leadership  
Psychology 333 Child Study

## THEATRE (Div. I)

*Chair, Professor* ROBERT BAKER-WHITE

Professors: BAKER-WHITE, BUCKY, EPPEL\*. Assistant Professors: BEAN, JOTTAR. Visiting Associate Professor: LANDWEHR. Visiting Assistant Professor: SALAMENSKY. Lecturers: BROTHERS, CATALANO. Visiting Lecturers: SEITEL, B. SHEPARD. Arthur Levitt, Jr. '52 Artist-in-Residence: PLISKA§§.

As a reflection of the theatre's historical relationship to literature and the arts, stage production is studied in the context of the literary and artistic movements which have informed theatrical endeavor. The major in Theatre emphasizes the collaborative nature of the discipline by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying the theatre as an artistic phenomenon and as an interpretive tool. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

Williamstheatre, the production arm of the Department of Theatre, operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on both the MainStage of the Adams Memorial Theatre, and the DownStage Theatre. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

### MAJOR

The Theatre Department course requirements are Theatre 101, Theatre 102, Theatre 301, Theatre 401(F)(S), and one course from Studies in Dramatic Literature (Theatre 311-321) or Theatre 210, 211, 212, 213T, 215, 322T, 325, 328, 329. In addition students are then asked to choose five courses from the Theatre Department offerings, paying special attention to the prerequisites. Please note that there are several routes to the major. Students are encouraged to speak with the Chair of the Department in the spring of their sophomore year at the very latest.

Theatre 101 Introduction to Theatre  
Theatre 102 Introduction to Technical Theatre  
Theatre 301 Junior Seminar: Theories of Theatre  
Theatre 401 Advanced Projects in Theatre

*and*

One course from Theatre 311-321 Studies in Dramatic Literature or Theatre 210, 211, 215, 328, 330, 331, or 333

*and*

Five courses from below, paying careful attention to the Prerequisites:

Theatre 201 Theatrical Design: Creating the Mise-En-Scene  
Theatre 203 Interpretation and Performance I  
Theatre 204 Interpretation and Performance II  
Theatre 210 Multicultural Performance  
Theatre 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement\*  
Theatre 212 Drama/Trauma: Theatres of the Psyche  
Theatre 216 Writing for the Theatre  
Theatre 302 Scenic Design  
Theatre 303 Stage Lighting  
Theatre 305 Costume Design  
Theatre 306 Advanced Acting  
Theatre 307 Stage Direction  
Theatre 308 Directing Workshop  
Theatre 322T Performance Criticism  
Theatre 323 Theatre of Images  
Theatre 324 Theatre for the Ear: Telling Stories Through Sound  
Theatre 325 Decadence and Modernity  
Theatre 329 Performing Identity: Popular Entertainment in America  
Theatre 397, 398 Independent Study

The department strongly recommends that students elect additional collateral courses in dramatic literature taught by the English and modern language departments, and courses in opera taught by the Music Department. Students with an interest in theatre design should particularly elect Art Studio courses in drawing.

*Production requirement for the major:* All majors in Theatre are required to participate in a minimum of eight productions in addition to the laboratory requirement for Theatre 102. Participation in at least three of the eight must be in technical production, and one must be in stage management. Assignment to productions is normally made in consultation with the department and chair.

Theatre majors are strongly urged to include dance and fencing in fulfilling their Physical Education requirements.

#### THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The portfolio will be comprised of four parts:

1. The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken other Departments. Students should also list and describe relevant independent studies and production credits.
2. The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, directors notebooks, studio art projects, actor's journals or other forms of documentation of the candidate's work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.
3. The third part of the portfolio is an annotated bibliography of dramatic texts which the student has read, drawn from a list supplied by the Department. Annotations should reflect a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg.
4. The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student's record and their project description; a determination will then be made as to their admission into the Honors program. Students intending to apply for Honors, should meet with the Department Chair by the end of the fall semester of their junior year.

#### THEA 101(F) Introduction to Theatre

Introduction to Theatre is intended to prepare students for future courses in acting, directing, dramatic literature, performance studies, and design by introducing them to the contributions theatre has made to our global cultural history. We will focus on a diversity of critical moments in the history of theatre. Examples might be: Aristotle's writings on lyric poetry and the Oedipus play trilogy of Sophocles, the proliferation of theatrical versions of Harriet Beecher Stowe's anti-slavery novel *Uncle Tom's Cabin* throughout the US in the mid-nineteenth century, and the rampant popularity of Tony Kushner's epic, two-part chronicle of the AIDS pandemic, *Angels in America*.

Format: lecture/discussion. Requirements: students are responsible for group presentations, play analyses, a midterm and a final.

No prerequisites. *Enrollment limit: 35 per section (expected: 70). Preference given to first-year students and sophomores, juniors and seniors by permission of instructor only.* Two sections.

Hour: 9:55-11:10 T, 9:55-11:10 R Lab: 1-4 W BEAN

#### THEA 102(S) Introduction to Technical Theatre

As an overview of performance spaces, play technologies, and production, the course will examine how and where plays are performed, produced, and designed. Students will attend lectures, participate in labs in drafting and technical production, and will be required to participate on the production crew of one or more departmental productions.

Prerequisites: Theatre 101.

*This course is a prerequisite for Theatre 201.*

Hour: 8:30-9:45 TR Lab: 1:10-3:50 W CATALANO

#### THEA 201(F) Theatrical Design: Creating the Mise-En-Scene

The designer creates the physical and sensory environment for a dramatic work, building a space that engages the observer by answering some questions and asking others. This environment-the sets, lights, costumes, sounds, and the atmosphere that is the synergy of these elements-is the mise-en-scene. This course examines the designer's process in the creation of this framework: Careful script reading; formation of a point of view; analysis of physical and emotional requirements; creation of an overall production concept which supports the point of view; and development of individual design

## Theatre

elements. We will investigate specific plays, operas, and other dramatic works, and develop and discuss scenic, lighting, costume and sound designs. Once-a-week lab sessions will focus on developing the techniques and skills necessary for clear articulation of these designs, including drawing, rendering, working in scale, drafting, and model making. The texts for this course will be the texts and scores of the plays and operas that we will examine as designers.

Every effort will be made to make positions on the design teams of departmental productions available to students of this class. Students are encouraged to participate as assistant designers, and possibly, if a student's skills and desires and a production's circumstances make it appropriate, as the primary designer for a major element.

Format: lecture/discussion. Evaluation will be based on committed class participation and thoughtful and thorough completion of weekly design projects. Though instruction in technical skills (such as drawing and drafting) will be provided, the evaluation will emphasize concept, not technique. Students will be graded not upon their technical skills but rather upon the intellectual content of their designs.

Prerequisites: Theater 102 or ArtS 100 or permission of instructor. *Enrollment limit: 16.*

*This course is a prerequisite for all upper-level design courses.*

Hour: 2:35-3:50 MR

Lab: 1:10-3:50 W

SEITEL

### **THEA 203(S) Interpretation and Performance I**

The development of technical skills and intellectual and emotional resources required for the actor. Included will be the study of voice and movement, characterization, staging fundamentals, performance styles, textual analysis, and control.

Evaluation will be based on committed participation in the preparation and performance of production exercises, and some modest written assignments.

Prerequisites: Theatre 101. *Enrollment limit: 14.*

*This course is a prerequisite for Theatre 204.*

Hour: 9:55-12:35 TR

B. SHEPARD

### **THEA 204(F) Interpretation and Performance II**

Building on the foundation of Theatre 203, students will develop performance skills in the realist tradition, primarily through intense scene work. Readings will include selections by Stanislavsky, Meisner, Adler, or similar theorists. Improvisation may be used to explore simplicity, clarity of expression, listening, and specificity in the actor's task. Focus on the imagination and creation of character will be emphasized through the scene work. The dramatic literature employed will range from early realist/naturalist classics to contemporary playwriting. Students will reflect critically on their progress through written and oral critiques. Scene work will require extensive preparation outside of class.

Prerequisites: Theatre 203. *Enrollment limit: 14.*

*This course is a prerequisite for Theatre 306.*

Hour: 1:10-3:50 TF

BAKER-WHITE

### **THEA 205 The Culture of Carnival (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea205.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea205.html))

BROTHERS

### **THEA 210 Multicultural Performance (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea210.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea210.html))

### **THEA 211(S) Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement\***

The 1960s are often said to be the most political moment in African American history because of the emergence of two sociopolitical movements simultaneously. The black theatre of and about the period reflects the two movements that shaped it—the mostly Southern, rural-based Civil Rights Movement, and the mostly Northern, urban-centered Black Arts Movement. In this seminar, we will look at plays that are representative of each movement (such as *Purlie Victorious* by Ossie Davis and *Dutchman* by Amiri Baraka) and those that are perched stylistically and politically between the two (*A Raisin in the Sun* by Lorraine Hansberry). We also will spend significant time on *The Free Southern Theater*, active in Jackson, Mississippi and New Orleans; and the New Lafayette Theatre, located in Harlem. At the end of the semester, we will look at plays written about the black movements of the 1960s, such as *The Huey P. Newton Story* by Robert Guenvenor Smith.

Format: seminar. Requirements: each student will be responsible for leading a discussion on a play and submitting a 5-page paper summarizing his/her lecture. Students, split into several groups, will also be responsible for producing a 30-minute excerpt from a play of the period at the end of the semester, as well as a 10-page final paper chosen from a list of topics.

Evaluation will be based on the discussion he/she leads; the short paper summarizing the lecture; the final paper; the group presentation of a play excerpt; and general discussion participation.

*Enrollment limit: 15.*

Hour: 1:10-2:25 MR

BEAN



## Theatre

- THEA 212 Drama/Trauma: Theatres of the Psyche (Same as Comparative Literature 212 and English 214) (Not offered 2003-2004)**  
(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea212.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea212.html)) SALAMENSKY
- THEA 215 Femininity on Stage (Same as Comparative Literature 213) (Not offered 2003-2004)**  
(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea215.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea215.html)) BEAN
- THEA 216 Writing for the Theatre (Not offered 2003-2004)**  
(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea216.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea216.html))
- THEA 217T Contemporary Play Analysis (Not offered 2003-2004)**  
(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea217.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea217.html)) BEAN
- THEA 218(S) Dramatic Expression in Opera (Same as INTR 264 and Music 218 )**  
(See under Music for full description.)
- THEA 282(S) Performance and Its Traces (Same as ArtS 282)**  
(See under Art—ArtS for full description.)
- THEA 301(F) Junior Seminar: Theory and Practice**  
This course provides advanced examination of theatre modes and theories, further explored through writing exercises and an intensive workshop process. Students will employ their learning toward developing detailed proposals for the senior year performance or thesis project. We will combine an overview of different theatrical modes with critical perspectives on theatre—what it is, how it works, what it should be—from Plato to the present. We will also develop and workshop potential capstone projects for the senior year, focusing on our processes of transition from theory to practice and from the page to the stage, where histories, theories, texts, and inspirations become realities.  
Format: seminar. Requirements: short analytic papers, senior project proposal, workshop project.  
Prerequisites: limited to junior Theatre majors. *No enrollment limit (expected: 7).*  
Hour: 1:10-3:50 W SALAMENSKY
- THEA 302(S) Scenic Design**  
A study of scenic design for the theatre, this course will consider several playtexts of differing styles and will question the relationship of these styles to the physical environments suggested and/or required by the plays. Assignments will investigate the formal aspects of design including composition, form, and color. Drawing, drafting, research, model building, and short written assignments will comprise the course work. The final project will be a complete scenic design for a play, musical or opera. Evaluation will be based on committed participation in daily assignments and classroom discussion, and the successful completion of the final project.  
Prerequisites: Theatre 201.  
Hour: 9:55-12:35 TR Lab: 1:10-3:50 W LANDWEHR
- THEA 303(F) Stage Lighting**  
A study of the art and techniques of stage lighting. This class will provide instruction in the basic physics of light and color; the use of angle, intensity, color, texture and movement of light as compositional tools; various kinds of stage lighting instruments and their uses; conceptual development of a lighting design; translation of concept into light plot and channel hookup; focusing the plot in the theater; and writing cues.  
Texts for the course will be the texts and scores of the plays, operas and other dramatic works that we will examine from the lighting designer's perspective, supplemented with readings that address the technical aspects of stage lighting. The class format will be a combination of lecture/discussion sessions and practical labs.  
Every effort will be made to provide students with lighting design opportunities on departmental productions as a part of their coursework, in accordance with students' abilities and interests and in consultation with directors and other faculty. Students are encouraged to seek out lighting design opportunities outside the department as well, and may incorporate these projects into their coursework.  
Evaluation will be based on class participation, successful completion of weekly projects, thorough technical understanding of a basic stage lighting system, and performance on a final exam.  
Prerequisites: Theater 102 and 201 or permission of instructor. *Enrollment limit: 12.*  
Hour: 1:10-2:25 MR SEITEL
- THEA 305(F) Costume Design**  
A study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs.  
Evaluation will be based on multiple design assignments including a detailed final design project, which might be exhibited. In addition the evaluation will be based on costume labs, image and research files, costume history sketchbook, committed participation and attendance.

## Theatre

Prerequisites: successful completion of any 200 level course in any of the fine or performing arts or permission of instructor.

Hour: 11:20-12:35 TR

BROTHERS

### **THEA 306(F) Advanced Acting**

An intensive course for experienced acting students that will concentrate on the techniques and styles of acting.

Prerequisites: Theatre 203, 204 *and* permission of instructor.

Hour: 9:55-12:35 TR

B. SHEPARD

### **THEA 307(F) Stage Direction**

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, will be studied in detail.

Although there will be some written assignments, including the assembly of directing production books and critiques of several productions, the principal means of evaluation in the course will be committed participation in the preparation and performance of production exercises.

Prerequisites: Theatre 203 or permission of instructor. *Enrollment limit: 12. Preference given to those who have also taken Theatre 201.*

Hour: 9:00-10:50 MWF

BUCKY

### **THEA 308 Directing Workshop (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea308.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea308.html))

BUCKY

### **THEA 311-321 Studies in Dramatic Literature**

A study of important works of dramatic literature, with special emphasis upon theatrical interpretation. The body of works selected will represent a common historical period, style, playwright, nationality, or critical approach.

Prerequisites: Theatre 101 *or* permission of instructor.

### **THEA 311(S) Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Comparative Literature 109)**

(See under Classics for full description.)

### **THEA 312(S) Modern Drama (Same as Comparative Literature 202 and English 202)**

(See under English for full description.)

### **THEA 313 Studies in Dramatic Literature: Beckett, Pinter and Stoppard (Same as English 365) (Not offered 2003-2004)**

(See under English for full description.)

### **THEA 319 Shakespeare in Love (Same as English 319) (Not offered 2003-2004)**

(See under English for full description.)

### **THEA 321 American Minstrelsy (Not offered 2003-2004)\***

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea321.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea321.html))

BEAN

### **THEA 322T Performance Criticism (Same as Comparative Literature 322T) (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea322.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea322.html))

SALAMENSKY

### **THEA 323 Theatre of Images (Same as ArtS 323 and Women's and Gender Studies 323) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea323.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea323.html))

### **THEA 324 Theatre for the Ear: Telling Stories Through Sound (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea324.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea324.html))

### **THEA 325 Decadence and Modernity (Same as Comparative Literature 325 and English 385) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea325.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea325.html))

SALAMENSKY

### **THEA 326T The Moving Image and Performance Style (Same as ArtS 382T) (Not offered 2003-2004)**

(See under Art—ArtS for full description.)

### **THEA 328 Approaching Performance Studies (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea328.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea328.html))

BEAN

### **THEA 329 Performing Identity: Popular Entertainment in America (Same as American Studies 207 and Comparative Literature 209) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/thea/thea329.html](http://www.williams.edu/Registrar/catalog/depts/thea/thea329.html))

SALAMENSKY

**THEA 330(S) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as American Studies 330)\***

This course explores the theories and current practices of Latin American theatre and performance. Particularly how Latin American theatre and performance has developed within, against and after contexts of dictatorships and neocolonialism. We will analyze how Latino/a American theorists/practitioners use the scripted and the performative to intervene in social spaces. We will explore how they construct counter-public spheres, and how their performances create aesthetics of resistance. The first half of the course focuses on Latin America and the second half examines if these aesthetics of resistance are performed by Latino/as in the context of the United States.

Format: seminar. Requirements: class participation and presentations, one short essay (5-7 pages) and two longer essays (7-10 pages). Students are expected to visit the Hemispheric Institute of Performance and Politics website (<http://hemi.ps.tsoa.nyu.edu>).

No prerequisites. *No enrollment limit.*

Hour: 11:20-12:35 TR

JOTTAR

**THEA 331(F) Sound and Movement in the Afro-Latino Diaspora (Same as American Studies 331)\***

This course focuses on in the production of music and dance in the Afro-Latino Diaspora. Afro-Latino identities are manifested through various forms of expressive culture. We will explore the notions of transculturation and mestizaje as theoretical tools to understand the production of race as representational discourse, particularly through music and dance practices. We will pay particular attention to the intersections of class, race, gender and sexuality. Our focus will be on Cuba, Brazil, and Puerto Rico, as well as on the U.S. based Diaspora.

Format: seminar. Requirements: class participation and presentations, two short essays (3-4 pp.) and one final essay (10 pp.)

No prerequisites. *No enrollment limit.*

Hour: 8:30-9:45 TR

JOTTAR

**THEA 333(F) World/Theatre/History: Contemporary to Classical (Same as Comparative Literature 323 and English 320)**

In this course, we will examine world dramatic and theatre history via select plays and production styles—with a twist. Our investigation will proceed from the familiar—the postmodern present—to less familiar works of the earliest historical periods. We tend to regard historic works with, at once, insufficient reverence (stepping-stones toward later advancements), and, at the same time, with excess reverence (stiff, near-untouchable ‘classics’). Moving from the modern period inversely ‘forward’ to world antiquities, with major stops (eighteenth century through middle ages) in-between, we will explore historic forms deeply and freshly, in all their beauty, bizarrry, theoretical, complexity, and performance potential. A course for Theatre, English, and Literature scholars, playwrights, directors, actors, designers, techies—and for students who don’t really like theatre, but wish they did.

Format: lecture/seminar. Evaluation will be based on weekly responses, midterm and final papers, and a final project.

Prerequisites: one 100-level course in Theatre, English, Comparative Literature or permission of instructor. *Enrollment limit: 15 (expected: 15). Preference given to Theatre/English/Comparative Literature majors.*

Hour: 11:00-12:15 MWF

SALAMENSKY

**THEA 397(F), 398(S) Independent Study**

**THEA 401(F), 402(S) Advanced Project in Theatre**

To complete the degree in theatre, majors are required to complete an independent project for their senior year, either in fall (Theatre 401) or in the spring (Theatre 402). In the fall of the junior year, students should propose several possible projects to the Department, which may or may not include a production component. Part of THEA 301 (The Junior Seminar) will be devoted to guiding senior project proposals. By the end of the fall semester in the junior year, final proposals should be submitted for consideration by the Department. Collaborative projects between two or more seniors are preferable. A collaborative project involving the entire class is also a possibility, and this should be discussed with the Chair of the Department early in the junior year. The schedule in the junior year for proposals for the senior theatre project is:

- 1) Initial, BRIEF proposals (several per student) submitted to the Department by October 16.
- 2) Proposals reviewed by the Department and returned to the students for revision by November 1.
- 3) Final proposals submitted by students to the Department by December 1.

Format: seminar/production.

Prerequisites: Theatre 301. *Enrollment limited to senior Theatre majors (expected: 7-12).*

Hour: 1:10-3:50 W

1:10-3:50 W

First Semester: SALAMENSKY

Second Semester: TBA

**THEA 491(F), 492(S) Senior Production**

## *Theatre, Women's and Gender Studies*

### **THEA W030 Senior Production**

May be taken to augment work of 491 or 492, but not required.

### **THEA 493(F), 494(S) Senior Thesis**

### **THEA W031 Senior Thesis**

May be taken to augment work of 493, 494, but not required.

Of interest to advanced students:

### **THE NATIONAL THEATRE INSTITUTE**

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

## **WOMEN'S AND GENDER STUDIES (Div. II)**

Associate Professor DENISE K. BUELL (*First Semester*)

Associate Professor KATHRYN R. KENT (*Second Semester*)

*Advisory Committee:* Professors: DRUXES, SAWICKI. Associate Professors: S. BOLTON, BUELL, CASE, C. JOHNSON, KENT\*\*, ROUHI, WHALEN. Assistant Professors: CHAVOYA, M. DEVEAUX, MUNTONGI. Visiting Associate Professor: BANTA. Affirmative Action Officer: MCINTIRE. Librarian: MENARD. Health Educator: DENELLI-HESS. COLLINGSWORTH (MCC).

Women's and Gender Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's and Gender Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's and Gender Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

### **THE MAJOR**

The Women's and Gender Studies major encourages exposure to the interdisciplinary character of feminist scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender, to gain exposure to feminist theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the chair of the Program (Sawicki, x2305).

[ ] Courses not offered in 2003-2004 are listed in brackets.

### *Required Courses*

The major consists of at least 9 courses. The following are required:

Women's and Gender Studies 101 Introduction to Women's and Gender Studies

Women's and Gender Studies 402 Junior/Senior Seminar in Women's and Gender Studies (The seminar explores topics in Women's and Gender Studies, and varies from year to year. Majors may take more than one seminar, space permitting.)

And one of the following feminist theory courses:

Women's and Gender Studies/Philosophy 225 Introduction to Feminist Thought

Women's and Gender Studies /Philosophy 271T Woman as "Other"

[Women's and Gender Studies 282/Religion 306 Feminist Approaches to Religion]

Women's and Gender Studies/Political Science 336 Sex, Gender, and Political Theory

[Women's and Gender Studies/English 371 Feminist Theory and the Representation of Women in Film]

## Women's and Gender Studies

### Distribution Requirements

#### 1. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

- [Women's and Gender Studies /Economics211 Women in Development]
- Women's and Gender Studies/History 308 Gender and Society in Modern Africa
- [Women's and Gender Studies/History 313 Women in Chinese History]
- [Women's and Gender Studies /English341 American Genders, American Sexualities]
- Women's and Gender Studies/English 342 Queer Literatures in English
- [Women's and Gender Studies/History 344 The History of Sexuality in America]
- Women's and Gender Studies/History 383 The History of Black Women in America: From Slavery to the Present
- [Women's and Gender Studies /History386 Latinas in the Global Economy: Work, Migration, and Households]
- [Women's and Gender Studies /History387 Community Building and Social Movements in Latino/a History]
- [Religion 232/History 309 Women and Islam]

#### 2. Disciplinary Concentration

At least three of the seven electives must be in one of the following categories, with one of the three at the 300 level:

- a. Literary or artistic expression (English, comparative literature, film and video studies, fine or performing arts)
- b. Historical perspectives (includes history, music, religion, classics, art history)
- c. Forms of political and social organization (includes political and social sciences)
- d. Science studies (includes natural, physical, and mathematical sciences, and philosophy of science, history of science, sociology of science, neuroscience, and cognitive psychology)

#### 3. Three of the seven electives must be at the 300 level.

### THE DEGREE WITH HONORS IN WOMEN'S AND GENDER STUDIES

Honors in Women's and Gender Studies may be granted to majors after an approved candidate completes a thesis (493-W031, W031-494) or honors project (491-W030, W030-492), delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and one other reader from the Women's and Gender Studies Program.

The honors project may be one semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects may include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women's and Gender Studies after the following criteria are met:

- 1) in April of the junior year, submission and Women's and Gender Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named;
- 2) at the end of the junior year, cumulative grade point average of B+ from courses in two of the three academic divisions (humanities, social science, natural science);
- 3) on the first day of classes of the senior year, submission and approval by the faculty advisor of a 5- to 10-page prospectus for the project.

All honors work, including the public presentation will be graded by at least two faculty members-a third will be consulted if there is a significant discrepancy between the first two graders. Readers' grades will be averaged and honors will be awarded as follows: A+/A Highest Honors; A-/B+ Honors.

### Sequence Courses

- Women's and Gender Studies 101 Introduction to Women's and Gender Studies
- [Women's and Gender Studies 402 Junior/Senior Seminar] *Offered in 2004-2005.*

### Elective Courses

- [ArtH/Women's and Gender Studies 206 Gender and Race in Recent Art Practice]
- ArtH/Classics 216 Body of Evidence: Greek Sculpture and the Human Figure
- [ArtH 246 Baroque Art: Images of Men and Women]
- [ArtH 254 Manet to Matisse]
- [ArtH/INTR 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film]
- [ArtH/Women's and Gender Studies 451 Sex, Race, and Prostitution in Nineteenth-Century France]

*Women's and Gender Studies*

ArtS 313T Art of the Public  
 [ArtS/Women's and Gender Studies/Theatre 323 Theatre of Images]  
 [ArtS 386T/Women's and Gender Studies 385T Sexuality and Media]  
 Classics/ArH 216 Body of Evidence: Greek Sculpture and the Human Figure  
 [Classics 239/History 322 Women in Greece and Rome]  
 [Classics/Religion 274 Women's Religious Experiences in the Ancient Mediterranean World]  
 [Comparative Literature 213/Theatre 215 Femininity on Stage]  
 Comparative Literature/French 215 The Fashioning of Fashion: Theory and Practice  
 [Comparative Literature 252 Modern Women Writers in the City]  
 [Comparative Literature/Women's and Gender Studies 254T Adultery and the Fallen Woman]  
 Economics/Women's and Gender Studies 203 Gender and Economics  
 [Economics/Women's and Gender Studies 211 Women in Development]  
 English/Women's and Gender Studies 219 Introduction to Literature by Women  
 English/Women's and Gender Studies 316 Art of Courtship  
 English 340T/Women's and Gender Studies 335T Fiction of Virginia Woolf  
 [English/Women's and Gender Studies 341 American Genders, American Sexualities]  
 English/Women's and Gender Studies 342 Queer Literature in English  
 [English/Women's and Gender Studies 371 Feminist Theory and the Representation of Women in Film]  
 French 206 The Female Prison: Convents and Brothels  
 French/Comparative Literature 215 The Fashioning of Fashion: Theory and Practice  
 [Greek/Women's and Gender Studies 406 Coming of Age in the Polis]  
 History 129 Religion, Race and Gender in the Age of the French Revolution  
 [History 301F Gender and History]  
 History/Women's and Gender Studies 308 Gender and Society in Modern Africa  
 [History 309/Religion 232 Women and Islam]  
 [History/Women's and Gender Studies 313 Women in Chinese History]  
 [History 322/Classics 239 Women in Greece and Rome]  
 [History 335 Class, Gender, and Race in Post-1945 Britain]  
 [History 343 Gender and History in Latin America]  
 [History 378/Women's and Gender Studies 344 The History of Sexuality in America]  
 [History 379 /Women's and Gender Studies 324 Women in the United States Since 1870]  
 History/Women's and Gender Studies 383 Introduction to Black Women's History  
 [History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households]  
 [History/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History]  
 [History 394 Comparative Masculinities: Britain and the United States Since 1800]  
 [History/Women's and Gender Studies 489T History and the Body]  
 [INTR/ArH 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film]  
 [Music/Women's and Gender Studies 132 Women in Music]  
 [Philosophy/Women's and Gender Studies 212 Ethics and Reproductive Technologies]  
 Philosophy/Women's and Gender Studies 225 Introduction to Feminist Thought  
 Philosophy/Women's and Gender Studies 228 Feminist Bioethics  
 Philosophy/Women's and Gender Studies 271T Woman as "Other"  
 [Political Science 208 The Politics of Family Policy]  
 Political Science 209 Poverty in America  
 Political Science /Women's and Gender Studies 306 Practicing Feminism: A Study of Political Activism  
 Political Science/Women's and Gender Studies 336 Sex, Gender, and Political Theory  
 [Religion 232/History 309 Women and Islam]  
 [Religion/Classics 274 Women's Religious Experiences in the Ancient Mediterranean World]  
 [Religion 306/Women's and Gender Studies 282 Feminist Approaches to Religion]  
 [Theater 215/Comparative Literature 213 Femininity on Stage]  
 [Theatre/ArtS/Women's and Gender Studies 323 Theatre of Images]  
 [Women's and Gender Studies/Music 132 Women in Music]  
 Women's and Gender Studies/Economics 203 Gender and Economics  
 [Women's and Gender Studies/ArH 206 Gender and Race in Recent Art Practice]  
 [Women's and Gender Studies/Economics 211 Women in Development]  
 [Women's and Gender Studies/Philosophy 212 Ethics and Reproductive Technologies]  
 Women's and Gender Studies/English 219 Introduction to Literature by Women  
 Women's and Gender Studies/Philosophy 225 Introduction to Feminist Thought  
 Women's and Gender Studies/Philosophy 228 Feminist Bioethics  
 [Women's and Gender Studies/Comparative Literature 254T Adultery and the Fallen Woman]  
 Women's and Gender Studies/Philosophy 271T Woman as "Other"  
 [Women's and Gender Studies 282/Religion 306 Feminist Approaches to Religion]

## Women's and Gender Studies

Women's and Gender Studies/Political Science 306 Practicing Feminism: A Study of Political Activism  
 Women's and Gender Studies/History 308 Gender and Society in Modern Africa  
 Women's and Gender Studies/English 316 The Art of Courtship  
 [Women's and Gender Studies/ArtS/Theatre 323 Theatre of Images]  
 [Women's and Gender Studies 324/History 379 Women in the United States Since 1870]  
 Women's and Gender Studies/Political Science 336 Sex, Gender, and Political Theory  
 [Women's and Gender Studies/English 341 American Genders, American Sexualities ]  
 [Women's and Gender Studies 344/History 378 The History of Sexuality in America ]  
 [Women's and Gender Studies/English 371 Feminist Theory and the Representation of Women in Film]  
 Women's and Gender Studies /History 383 Introduction to Black Women's History  
 [Women's and Gender Studies 385T/ArtS 386T Sexuality and Media]  
 [Women's and Gender Studies/History 386 Latinas in the Global Economy: Work, Migration, Household]  
 [Women's and Gender Studies/History 387 Community Building and Social Movements in Latino/a History]  
 [Women's and Gender Studies/Greek 406 Coming of Age in the Polis]  
 [Women's and Gender Studies/ArtH 451 Sex, Race, and Prostitution in Nineteenth-Century France]  
 [Women's and Gender Studies/History 489T History and the Body]

### **CROSS-LISTED COURSES (INCLUDING SEQUENCE COURSES)**

#### **WGST 101(FS) Introduction to Women's and Gender Studies (W)**

This team-taught lecture and discussion course introduces a range of feminist issues, theories, and controversies. It has several aims: to provide critical and analytical tools for thinking about gender as it is inflected by race, class, sexuality, and culture; to explore key issues confronting women in American society, and to discuss strategies for addressing them. The course will examine issues such as: body politics, sexuality, reproductive freedom, sexual violence, gender and work, motherhood and family.

Requirements: regular short essays, class presentations, and two 5- to 6-page papers, with revisions. Evaluation will be based on these assignments and class participation.

No prerequisites. *Enrollment limit: 18 per section (expected: 15 per section).*

*Required course for the Women's and Gender Studies major and concentration.*

Hour: 11:00-12:15 MW  
 11:20-12:35 TR

First Semester: SAWICKI  
 Second Semester: KENT

#### **WGST 132 Women in Music (Same as Music 132) (Not offered 2003-2004)**

(See under Music for full description.)

#### **WGST 203(S) Gender and Economics (Same as Economics 203)**

(See under Economics for full description.)

#### **WGST 206 Gender and Race in Recent Art Practice (Same as ArtH 206) (Not offered 2003-2004)**

(See online: [www.williams.edu/Registrar/catalog/depts/wgst/wgst206.html](http://www.williams.edu/Registrar/catalog/depts/wgst/wgst206.html))

DIGGS

#### **WGST 211 Women in Development (Same as Economics 211) (Not offered 2003-2004)**

(See under Economics for full description.)

#### **WGST 212 Ethics and Reproductive Technologies (Same as Philosophy 212) (Not offered 2003-2004; to be offered 2004-2005) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/wgst/wgst212.html](http://www.williams.edu/Registrar/catalog/depts/wgst/wgst212.html))

J. PEDRONI

#### **WGST 219(F) Literature by Women (Same as English 219)**

(See under English for full description.)

#### **WGST 225(F) Introduction to Feminist Thought (Same as Philosophy 225) (W)**

This course provides an introduction to feminist thought through readings of seminal feminist texts from the Enlightenment to the present. Special attention will be given to feminist revisions (including those by woman of color) of traditional and contemporary emancipatory theories such as liberalism, Marxism, psychoanalysis, poststructuralism, and queer theory as well as transnational feminism. Authors read include the following: Mary Wollstonecraft, John Stuart Mill, Elizabeth Cady Stanton, Alexandra Kollantai, Sojourner Truth, Harriet Jacobs, Emma Goldman, Charlotte Perkins Gilman, Adrienne Rich, Marilyn Frye, Gloria Anzaldua, Audre Lorde, Catherine MacKinnon, Judith Butler, Iris Young, Nancy Fraser, Gayatri Spivak, and Chandra Mohanty. We conclude the course with an exploration of the wide range of feminist analyses of issues concerning prostitution and pornography. Format: discussion. Requirements: several 2-page essays, one 4-page essay, one 6-page essay (including a draft) and participation in in-class exercises including short oral presentations.

Prerequisites: Women's and Gender Studies 101, or Philosophy 101, or permission of instructor. *En-*

*Women's and Gender Studies*

rollment limit: 19 (expected: 10).

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 11:20-12:35 TR

SAWICKI

**WGST 228(S) Feminist Bioethics (Same as Philosophy 228) (W)**

(See under Philosophy for full description.)

**WGST 254T The Fallen Woman in Literature and Film (Same as Comparative Literature 254T) (Not offered 2003-2004) (W)**

(See under Comparative Literature for full description.)

**WGST 271T(S) Woman as "Other" (Same as Philosophy 271T) (W)**

(See under Philosophy for full description.)

**WGST 282 Feminist Approaches to Religion (Same as Religion 306) (Not offered 2003-2004) (W)**

(See online: [www.williams.edu/Registrar/catalog/depts/wgst/wgst282.html](http://www.williams.edu/Registrar/catalog/depts/wgst/wgst282.html))

BUELL

**WGST 306(S) Practicing Feminism: A Study of Political Activism (Same as ArtS 306 and Political Science 306)**

(See under Political Science for full description.)

**WGST 308(S) Gender and Society in Modern Africa (Same as History 308)\***

(See under History for full description.)

**WGST 313 (formerly 345) Women in Chinese History (Same as History 313) (Not offered 2003-2004)\***

(See under History for full description.)

**WGST 316(S) The Art of Courtship (Same as English 316)**

(See under English for full description.)

**WGST 323 Theatre of Images (Same as ArtS 323 and Theatre 323) (Not offered 2003-2004)**

(See under Theatre for full description.)

**WGST 324 Women in the United States Since 1870 (Same as History 379) (Not offered 2003-2004)**

(See under History for full description.)

**WGST 335T(S) Fiction of Virginia Woolf (Same as English 340T) (W)**

(See under English for full description.)

**WGST 336(S) Sex, Gender, and Political Theory (Same as Political Science 336)**

(See under Political Science for full description.)

**WGST 341 American Genders, American Sexualities (Same as English 341) (Not offered 2003-2004)**

(See under English for full description.)

**WGST 342(S) Queer Literatures in English: An Introduction (Same as English 342) (W)**

(See under English for full description.)

**WGST 344 The History of Sexuality in America (Same as History 378) (Not offered 2003-2004)**

(See under History for full description.)

**WGST 371 Feminist Theory and the Representation of Women in Film (Same as English 371) (Not offered 2003-2004)**

(See under English for full description.)

**WGST 383(F) The History of Black Women in America: From Slavery to the Present (Same as History 383)\***

(See under History for full description.)

**WGST 385T Sexuality and Media (Same as ArtS 386T) (Not offered 2003-2004)**

(See under Art—ArtS for full description.)

**WGST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386) (Not offered 2003-2004)\***

(See under History for full description.)

**WGST 387 Community Building and Social Movements in Latino/a History (Same as History 387) (Not offered 2003-2004)\***

(See under History for full description.)



*Women's and Gender Studies, CRAAS Courses, Experiential Education Courses*

**WGST 402 Junior/Senior Seminar** (*Not offered 2003-2004; to be offered 2004-2005*)

(See online: [www.williams.edu/Registrar/catalog/depts/wgst/wgst402.html](http://www.williams.edu/Registrar/catalog/depts/wgst/wgst402.html))

**WGST 406T Coming of Age in the Polis** (Same as Greek 406T) (*Not offered 2003-2004; to be offered 2004-2005*) (W)

(See under Classics—CLGR for full description.)

**WGST 451 Sex, Race and Prostitution in Nineteenth-Century France: Manet's Olympia and its Legacy** (Same as ArtH 451) (*Not offered 2003-2004*)

(See under Art—ArtH for full description.)

**WGST 489T History and the Body** (Same as History 489T) (*Not offered 2003-2004*) (W)

(See under History for full description.)

**WGST 491(F)-W030, W030-492(S) Honors Project**

**WGST 493(F)-W031, W031-494(S) Senior Thesis**

**WGST 497(F), 498(S) Independent Study**

**CRITICAL REASONING AND  
ANALYTICAL SKILLS (CRAAS) COURSES**

To one degree or another, every class at Williams goes beyond its subject—be it mathematics, Machiavelli, or modernism—to teach intellectual skills that have wide application in other fields as well as outside of the academy: scientific reckoning, expository writing, rhetorical analysis, oral presentation, and so on.

Courses offered under the CRAAS initiative foreground such analytical skills. While each CRAAS class covers a different topic, all are aimed particularly at developing the processes necessary for excellence in a range of fields: techniques for analyzing ideas, data, texts or artworks; approaches to interpreting, synthesizing, and developing arguments; strategies for presenting ideas and results.

CRAAS classes typically emphasize the practices of meta-analysis—self-criticism, editing, and revision—with the goal of constant improvement. Many classes feature peer tutoring, small group work, and intensive one-on-one engagement with the professor. Students should leave a CRAAS course with a substantially heightened ability to approach problems, analyze texts, and craft arguments in whatever discipline they may go on to explore.

A few CRAAS courses are restricted to advanced students, but the majority are open to all, and some are specifically targeted for first year students. Most have strictly limited enrollment. Because these classes cultivate the general strategies of effective scholarship, students are encouraged to consider taking a CRAAS course early in their academic careers.

CRAAS courses offered in 2003-2004:

American Studies 201(F,S) Introduction to American Studies (W)  
ArtH 265(F) Pop Art (W)  
ArtS 266(S) Low Tech Printmaking  
English 113 Critical Reading (W)  
English 142 Radio, Radio (W)  
English 230/Comparative Literature 240 Introduction to Literary Theory (W)  
English/Women's and Gender Studies 342(S) Queer Literatures in English: An Introduction (W)  
Geosciences/Environmental Studies 253T(F) Coral Reefs (W)  
Physics 109(F) Sound, Light, and Perception (Q)  
Psychology 344(F) Advanced Research in Social Psychology  
Religion/Comparative Literature 201(F) Reading the Hebrew Bible (W)  
Women's and Gender Studies/Philosophy 225(F) Introduction to Feminist Thought (W)

**EXPERIENTIAL EDUCATION COURSES**

Please see page 13 for summary information about Experiential Education at Williams. A complete description of each course listed below may be found in the relevant department's section of this catalog. Students may obtain detailed information about a specific course involving experiential education from the instructor.

**SEMESTER COURSES:**

American Studies 201(F) Introduction to American Studies  
American Studies 310(S) Latino Cityscapes: Mapping Place, Community and *Latinidad* in U.S. Urban Centers  
ArtH 201(F) American Landscape History  
ArtH 308(S) Three Cities  
ArtS 313T(S) Art of the Public  
Biology 231(F,S) Marine Ecology (Williams/Mystic Program)

### *Experiential Education Courses, Peoples and Cultures Courses*

Classics 103(S) Greek and Roman Drama: Renewal and Transformation  
English 231T(FS) Literature of the Sea (Williams/Mystic Program)  
Environmental Studies 102(S) Introduction to Environmental Science  
Environmental Studies 302(F) Environmental Planning Workshop  
Environmental Studies 351(F,S) Marine Policy (Williams/Mystic Program)  
Geosciences 210(F,S) Oceanographic Processes (Williams/Mystic Program)  
History 352(F,S) America and the Sea, 1600-Present (Williams/Mystic Program)  
INTR 307/ArtS 311/Political Science 301 Art and Justice  
Physics 109(F) Sound, Light and Perception  
Political Economy 402(S) Political Economy of Public Policy Issues  
Political Science/Women's and Gender Studies 306 (S) Practicing Feminism: A Study of Political Activism  
Psychology 352(S) Clinical and Community Psychology

#### WINTER STUDY:

ANSO 011 Berkshire Farm Internship  
ArtH/ArtS/Chemistry 015 Materials of the Artist: Uncovering Fakes and Forgeries  
Anthropology/Chemistry 025 Archaeological Excavation at the Paleolithic site of Attiranpakkam  
Environmental Studies/Special 018 Picturing Our Past  
Environmental Studies/Biology 017 New England Forest  
Environmental Studies/Geosciences 025 Mapping a Caribbean Fringing Reef Complex  
Political Science 021 Power, Authority and Decisionmaking in Organizations  
Psychology 012 Play  
Russian/Special 025 Williams in Georgia  
Sociology 021 Williams in New York  
Special 019 Medical Apprenticeship  
Special 024 Eye Care and Culture In Caribbean Nicaragua  
Special 027 Teaching and Writing at Theodore Roosevelt High School  
Special 028 Teaching Practicum, the Bronx and Manhattan  
Special 029 Junior High School Teaching Practicum, the Bronx and Manhattan  
Special 034 The Contemporary Singer/Songwriter  
Special 036 Teaching Practicum: St. Aloysius School in Harlem  
Special 037 To Face Suffering

## PEOPLES AND CULTURES COURSES

The *peoples and cultures* requirement is intended to help students to begin to understand the cultural diversity of American society and the world at large, so that, as citizens of an increasingly interconnected world, they may become better able to respond sensitively and intelligently to peoples of varied social backgrounds and cultural frameworks. Courses which fulfill this requirement are thus designed to familiarize students with some dimension of American cultural diversity or that of the non-Western world. Each student must complete one graded semester course primarily concerned with: (a) the peoples and cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean; Native-American peoples and cultures; or (b) the peoples and cultures of Africa, Asia, Latin America, Oceania, or the Caribbean. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year.

Courses that may be used to meet the requirement in 2003-2004:

African and Middle-Eastern Studies 201(F) Order, Disorder and Political Culture in the Islamic World (Same as INTR 295 and Political Science 241)\*  
African and Middle-Eastern Studies 277(F) Political Islam (Same as Political Science 277)\*  
African and Middle-Eastern Studies 402T(S) African Political Thought (Same as History 402T) (W)\*  
American Studies 109(F) Now and Then: Classic African American Literature (Same as English 109) (W)\*  
American Studies 220(F,S) Introduction to African-American Writing (Same as English 220)\*  
American Studies 227(S) Religion and Revolution: Black Theology from 1969 to the Present (Same as History 382 and Religion 227)\*  
American Studies 310(S) Latino Cityscapes: Mapping Place, Community, and *Latinidad* in US Urban Centers\*  
American Studies 330(S) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as Theatre 330)\*  
American Studies 331(F) Sound and Movement in the Afro-Latino Diaspora (Same as Theatre 331)\*  
American Studies 345(F) The Black Arts (Same as English 345)\*  
American Studies 367(F) Harlem Renaissance (Same as English 367)\*  
American Studies 403(F) Senior Seminar: Notions of Race and Ethnicity in American Culture (Same as History 469)\*  
Anthropology 101(F,S) The Scope of Anthropology\*  
Anthropology 103(F) Pyramids, Bones, and Sherds: What is Archaeology?\*Anthropology 207(S) North-American Indians\*

## *Peoples and Cultures Courses*

- Anthropology 214(F) (*formerly ANSO 214*) The Rise and Fall of Civilizations (Same as Environmental Studies 224)\*
- Anthropology 220(S) Contemporary Islam\*
- Anthropology 273(F) Sacred Geographies (Same as INTR 273 and Religion 273)\*
- Anthropology 328(F) Emotions and the Self (W)\*
- ArtH 172(S) Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha\*
- ArtH 200(F) Art of Mesoamerica\*
- ArtH 270(F) Japanese Art and Culture\*
- ArtH 274(S) Chinese Calligraphy: Theory and Practice\*
- ArtH 278(F) The Golden Road to Samarkand\*
- ArtH 364(S) Advanced Topics in Latina/o Studies: Latina/o Visual Culture—Histories, Identities, and Representation (Same as INTR 405)\*
- ArtH 376(F) Images and Anti-Images: Zen Art in China and Japan\*
- ArtH 472(S) Forbidden Images?\*
- Asian Studies 243(F) Modern History and Politics of Korea (Same as Political Science 243 and History 219)\*
- Asian Studies 245(F) Nationalism in East Asia (Same as Political Science 245 and History 318)\*
- Asian Studies 254(S) Religion and Popular Culture in Japan (Same as Religion 254)\*
- Asian Studies 493(F)-W031-494(S) Senior Thesis\*
- Asian Studies 497(F), 498(S) Independent Study\*
- Biology 134(S) The Tropics: Biology and Social Issues (Same as Environmental Studies 134)\*
- Chinese 101(F)-W088-102(S) Basic Chinese\*
- Chinese 152(S) Basic Taiwanese\*
- Chinese 201(F), 202(S) Intermediate Chinese\*
- Chinese 222(F) Chinese Cinema (Same as Comparative Literature 272)\*
- Chinese 223(S) Survey of Chinese Literature (Same as Comparative Literature 273)\*
- Chinese 301(F), 302(S) Upper-Intermediate Chinese\*
- Chinese 401(F), 402(S) Advanced Chinese\*
- Chinese 412(S) Introduction to Classical Chinese\*
- Chinese 431(F) Introduction to Chinese Linguistics (Same as Linguistics 431)\*
- Chinese 493(F)-W031-494(S) Senior Thesis\*
- Chinese 497(F), 498(S) Independent Study\*
- Comparative Literature 260(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230)\*
- Comparative Literature 262(F) The Masks of Japanese Literature (Same as Japanese 252)\*
- Comparative Literature 263(S) Japanese Film and Visual Culture (Same as Japanese 253)\*
- Comparative Literature 272(F) Chinese Cinema (Same as Chinese 222)\*
- Comparative Literature 273(S) Survey of Chinese Literature (Same as Chinese 223)\*
- Comparative Literature 344(F) From Hermeneutics to Post-Coloniality (Same as English 386 and Religion 304)\*
- CRAB 201(F)-202(S) Arabic\*
- CRHE 201(F)-202(S) Hebrew\*
- CRHI 201(F)-202(S) Hindi\*
- CRKO 201(F)-202(S) Korean\*
- CRSW 201(F)-202(S) Swahili\*
- Economics 207(F) China's Economic Transformation Since 1980\*
- Economics 366(F) Rural Economies of East Asia\*
- Economics 387(S) Economic Transition in East Asia (Same as Economics 517)\*
- Economics 391(F) Development Economics I (Same as Economics 501)\*
- Economics 392(S) Development Economics II (Same as Economics 502)\*
- Economics 501(F) Development Economics I (Same as Economics 391)\*
- Economics 502(S) Development Economics II (Same as Economics 392)\*
- Economics 517(S) Economic Transition in East Asia (Same as Economics 387)\*
- English 109(F) Now and Then: Classic African American Literature (Same as American Studies 109) (W)\*
- English 220(F,S) Introduction to African-American Writing (Same as American Studies 220)\*
- English 238(S) American Women Writers (Gateway) (W)\*
- English 345(F) The Black Arts (Same as American Studies 345)\*
- English 355(F) Fictions of Race\*
- English 367(F) Harlem Renaissance (Same as American Studies 367)\*
- English 370(F) Postcolonial Theory, Historical Materialism, and American Literature\*
- English 386(F) From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344 and Religion 304)\*
- Environmental Studies 134(S) The Tropics: Biology and Social Issues (Same as Biology 134)\*
- Environmental Studies 224(F) The Rise and Fall of Civilizations (Same as Anthropology 214)\*
- French 111(F) Introduction to Francophone Literature: Roots, Families, Nations\*
- French 226(S) Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War\*
- History 129(F) (*formerly 107*) Religion, Race, and Gender in the Age of the French Revolution (W)\*
- History 148(S) (*formerly 102*) The Mexican Revolution: 1910 to NAFTA (W)\*
- History 152(F) "New Worlds for All": European-Indian Encounters in Colonial North America (W)\*

## Peoples and Cultures Courses

- History 165(F) The Quest for Racial Justice in Twentieth-Century America (W)\*  
 History 166(S) The Age of Washington and DuBois (W)\*  
 History 203(F) Sub-Saharan Africa Since 1800\*  
 History 207(F) The Modern Middle East\*  
 History 208(S) Encountering the Other? The Middle East and the West\*  
 History 211(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow  
 (Same as Religion 236)\*  
 History 213(S) *(formerly 284)* Modern China, 1850-Present: Continuity and Change\*  
 History 218(S) Modern Japan\*  
 History 219(F) Modern History and Politics of Korea (Same as Political Science 243 and Asian  
 Studies 243)\*  
 History 221(F) History of U.S.-Japan Relations\*  
 History 242(F) *(formerly 287)* Latin America From Conquest to Independence\*  
 History 249(F) *(formerly 225)* The Caribbean From Slavery to Independence\*  
 History 252A(F) British Colonial America and the United States to 1877\*  
 History 254(S) North American Indian History: Pre-Contact to the Present\*  
 History 281(F) African-American History, 1619-1865\*  
 History 282(S) *(formerly 262)* African-American History From Reconstruction to the Present\*  
 History 284(F) Topics in Asian American History\*  
 History 286(S) Latino/a History From 1846 to the Present\*  
 History 308(S) Gender and Society in Modern Africa (Same as Women's and Gender Studies 308)\*  
 History 310(F) Iraq and Iran in the Twentieth Century\*  
 History 318(F) Nationalism in East Asia (Same as Political Science 245 and Asian Studies 245)\*  
 History 342(S) Creating Nations and Nationalism in Latin America\*  
 History 346(F) *(formerly 314)* History of Modern Brazil\*  
 History 382(S) Religion and Revolution: Black Theology from 1969 to the Present (Same as  
 American Studies 227 and Religion 227)\*  
 History 383(F) The History of Black Women in America: From Slavery to the Present (Same as  
 Women's and Gender Studies 383)\*  
 History 395(S) Comparative History of Organized Crime\*  
 History 402T(S) African Political Thought (Same as African and Middle Eastern Studies 402T) (W)\*  
 History 469(F) Notions of Race and Ethnicity in American Culture (Same as American Studies 403)\*  
 History 471(F) Comparative Latina/o Migrations\*  
 History 476(S) Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same  
 as Religion 217)\*  
 History 482T(S) From Angkor to the Killing Fields: The History of Cambodia (W)\*  
 History 486T(F) Historical Memory of the Pacific War (W)\*  
 INTR 105(F) Latina/o Identities: Constructions, Contestations, and Expressions\*  
 INTR 273(F) Sacred Geographies (Same as Anthropology 273 and Religion 273)\*  
 INTR 295(F) Order, Disorder and Political Culture in the Islamic World (Same as African and Middle  
 Eastern Studies 201 and Political Science 241)\*  
 INTR 405(S) Advanced Topics in Latina/o Studies: Latina/o Visual Culture—Histories, Identities, and  
 Representation (Same as ArtH 364)\*  
 Japanese 101(F)-W088-102(S) First-Year Japanese\*  
 Japanese 201(F), 202(S) Second-Year Japanese\*  
 Japanese 252(F) The Masks of Japanese Literature (Same as Comparative Literature 262)\*  
 Japanese 253(S) Japanese Film and Visual Culture (Same as Comparative Literature 263)\*  
 Japanese 301(F), 302(S) Third-Year Japanese\*  
 Japanese 401(F), 402(S) Fourth-Year Japanese\*  
 Japanese 493(F)-W031-494(S) Senior Thesis\*  
 Japanese 497(F), 498(S) Independent Study\*  
 Linguistics 431(F) Introduction to Chinese Linguistics (Same as Chinese 431)\*  
 Music 130(F) History of Jazz\*  
 Music 209(F) Music in History III: Musics of the Twentieth Century\*  
 Music 232T(S) Latin Music USA (W)\*  
 Political Science 213(S) Theory and Practice of Civil Rights Protest\*  
 Political Science 222(S) The United States and Latin America\*  
 Political Science 235(S) Multiculturalism and Political Theory\*  
 Political Science 241(F) Order, Disorder and Political Culture in the Islamic World (Same as African  
 and Middle Eastern Studies 201 and INTR 295)\*  
 Political Science 243(F) Modern History and Politics of Korea (Same as Asian Studies 243 and  
 History 219)\*  
 Political Science 245(F) Nationalism in East Asia (Same as Asian Studies 245 and History 318)\*  
 Political Science 277(F) *(formerly 323T)* Political Islam (Same as African and Middle Eastern Studies  
 277)\*  
 Political Science 349T(F) Cuba and the United States (W)\*  
 Religion 217(S) Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same  
 as History 476)\*  
 Religion 227(S) Religion and Revolution: Black Theology from 1969 to the Present (Same as  
 American Studies 227 and History 382)\*

## *Peoples and Cultures Courses, Quantitative/Formal Reasoning Courses*

Religion 230(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)\*  
 Religion 236(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 211)\*  
 Religion 246(S) Gender and Religion in South Asia\*  
 Religion 250(F) Buddhism in Society\*  
 Religion 254(S) Religion and Popular Culture in Japan (Same as Asian Studies 254)\*  
 Religion 273(F) Sacred Geographies (Same as Anthropology 273 and INTR 273)\*  
 Religion 302(S) Religion and Society\*  
 Religion 304(F) From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344 and English 386)\*  
 Spanish 200(S) (*formerly 112*) Latin-American Civilizations\*  
 Spanish 203(F) Major Latin-American Authors: 1880 to the Present (W)\*  
 Spanish 403(F) Senior Seminar: Revolution in Latin American Literature & Film (W)\*  
 Theatre 211(S) Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement\*  
 Theatre 330(S) The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as American Studies 330)\*  
 Theatre 331(F) Sound and Movement in the Afro-Latino Diaspora (Same as American Studies 331)\*  
 Women's and Gender Studies 308(S) Gender and Society in Modern Africa (Same as History 308)\*  
 Women's and Gender Studies 383(F) The History of Black Women in America: From Slavery to the Present (Same as History 383)\*

## **QUANTITATIVE/FORMAL REASONING COURSES**

Williams students should be adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, to use numbers comfortably, and to employ the research tools necessary to analyze data lessen barriers to carrying out professional and economic roles. Prior to their senior year, all students must satisfactorily complete a Quantitative/Formal Reasoning (QFR) course—those marked with a “(Q).” Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101, which is to be taken before fulfilling the QFR requirement.

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Courses that may be used to meet the requirement in 2003-2004:

Astronomy 111(F) Introduction to Astrophysics (Q)  
 Astronomy 211(F) Observations and Data Reduction Techniques in Astronomy (Q)  
 Biology 202(F) Genetics (Q)  
 Biology 203(F) Ecology (Same as Environmental Studies 203) (Q)  
 Biology 235T(F) Biological Modeling with Differential Equations (Same as Mathematics 335T) (Q)  
 Biology 302(S) Population and Community Ecology (Same as Environmental Studies 312) (Q)  
 Biology 305(F) Evolution (Q)  
 Biology 322(S) Biochemistry II—Metabolism (Same as Chemistry 322) (Q)  
 Chemistry 151(F) Concepts of Chemistry (Q)  
 Chemistry 153(F) Concepts of Chemistry: Advanced Section (Q)  
 Chemistry 155(F) Current Topics in Chemistry (Q)  
 Chemistry 156(S) Organic Chemistry: Introductory Level (Q)  
 Chemistry 322(S) Biochemistry II—Metabolism (Same as Biology 322) (Q)  
 Chemistry 332(S) Materials Science: The Chemistry and Physics of Materials (Same as Physics 332) (Q)  
 Cognitive Science 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as INTR 222, Philosophy 222 and Psychology 222) (Q)  
 Computer Science 105(S) Understanding the Web: Technologies and Techniques (Q)  
 Computer Science 134(FS) Introduction to Computer Science (Q)  
 Computer Science 136(FS) Data Structures and Advanced Programming (Q)  
 Computer Science 237(F) Computer Organization (Q)  
 Computer Science 256(S) Algorithm Design and Analysis (Q)  
 Computer Science 315(F) Computational Biology (Same as Physics 315 and INTR 315) (Q)  
 Computer Science 323(F) Software Engineering (Q)  
 Computer Science 334(S) Principles of Programming Languages (Q)  
 Computer Science 337T(S) Digital Design and Modern Architecture (Q)  
 Computer Science 361(F) Theory of Computation (Same as Mathematics 361) (Q)  
 Computer Science 373(S) Artificial Intelligence (Q)  
 Computer Science 434(F) Compiler Design (Q)  
 Economics 110(FS) Principles of Microeconomics (Q)  
 Economics 120(FS) Principles of Macroeconomics (Q)  
 Economics 208(F) Modern Corporate Industry (Q)  
 Economics 221(F) Economics of the Environment (Same as Environmental Studies 221) (Q)

### *Quantitative/Formal Reasoning Courses*

Economics 251(F,S) Price and Allocation Theory (Q)  
 Economics 251M(F,S) Price and Allocation Theory (Q)  
 Economics 252(F,S) Macroeconomics (Q)  
 Economics 253(F,S) Empirical Economic Methods (Q)  
 Economics 255(S) Econometrics (Q)  
 Economics 351(S) Tax Policy (Q)  
 Economics 364(F) Incentives and Information (Q)  
 Economics 367(S) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)  
 Economics 384(S) Corporate Finance (Q)  
 Economics 385(F) Games and Information (Q)  
 Economics 395(S) Development Finance (Same as Economics 508) (Q)  
 Economics 508(S) Development Finance (Same as Economics 395) (Q)  
 Economics 514(S) Empirical Methods in Macroeconomics (Same as Economics 367) (Q)  
 Environmental Studies 203(F) Ecology (Same as Biology 203) (Q)  
 Environmental Studies 215(F) Climate Changes (Same as Geosciences 215) (Q)  
 Environmental Studies 221(F) Economics of the Environment (Same as Economics 221) (Q)  
 Environmental Studies 312(S) Population and Community Ecology (Same as Biology 302) (Q)  
 Geosciences 215(F) Climate Changes (Same as Environmental Studies 215) (Q)  
 Geosciences 301(F) Structural Geology (Q)  
 INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, Philosophy 222 and Psychology 222) (Q)  
 INTR 315(F) Computational Biology (Same as Physics 315 and Computer Science 315) (Q)  
 Linguistics 111(S) Articulatory and Acoustic Phonetics (Q)  
 Linguistics 131(F) Introduction to Logic and Semantics (Same as Philosophy 131) (Q)  
 Mathematics 103(F,S) Calculus I (Q)  
 Mathematics 104(F,S) Calculus II (Q)  
 Mathematics 105(F,S) Multivariable Calculus (Q)  
 Mathematics 106(F) Multivariable Calculus (Q)  
 Mathematics 170(F,S) Mathematics of Finance (Q)  
 Mathematics 209(S) Differential Equations and Vector Calculus (Q)  
 Mathematics 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)  
 Mathematics 211(F,S) Linear Algebra (Q)  
 Mathematics 211T(S) Mathematical Reasoning and Linear Algebra (Q)  
 Mathematics 251(F,S) Discrete Mathematics (Q)  
 Mathematics 251T(F) Introduction to Mathematical Proof and Argumentation (Q)  
 Mathematics 285(S) Teaching Mathematics (Q)  
 Mathematics 301(F) Real Analysis (Q)  
 Mathematics 305(S) Applied Real Analysis (Q)  
 Mathematics 312(S) Abstract Algebra (Q)  
 Mathematics 313(F) Introduction to Number Theory (Q)  
 Mathematics 314(S) Polynomial Arithmetic (Q)  
 Mathematics 315(F) Groups and Characters (Q)  
 Mathematics 323(F) Applied Topology (Q)  
 Mathematics 327(S) Geodesic Surfaces (Q)  
 Mathematics 335T(F) Biological Modeling with Differential Equations (Same as Biology 235T) (Q)  
 Mathematics 341(S) Probability (Q)  
 Mathematics 361(F) Theory of Computation (Same as Computer Science 361) (Q)  
 Mathematics 381(S) History of Mathematics (Q)  
 Mathematics 418(F) Matrix Groups (Q)  
 Mathematics 425(F) Geometry (Q)  
 Mathematics 426(S) Hyperbolic 3-Manifolds (Q)  
 Mathematics 433(S) Mathematical Modeling and Control Theory (Q)  
 Philosophy 131(F) Introduction to Logic and Semantics (Same as Linguistics 131) (Q)  
 Philosophy 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Psychology 222) (Q)  
 Physics 100(S) Physics of Everyday Life (Q)  
 Physics 109(F) Sound, Light, and Perception (Q)  
 Physics 131(F) Particles and Waves (Q)  
 Physics 132(S) Electromagnetism and the Physics of Matter (Q)  
 Physics 141(F) Particles and Waves—Enriched (Q)  
 Physics 142(S) Foundations of Modern Physics (Q)  
 Physics 151(F) Seminar in Modern Physics (Q)  
 Physics 201(F) Electricity and Magnetism (Q)  
 Physics 202(S) Waves and Optics (Q)  
 Physics 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)  
 Physics 301(F) Quantum Physics (Q)  
 Physics 302(S) Statistical Physics (Q)  
 Physics 315(F) Computational Biology (Same as Computer Science 315 and INTR 315) (Q)  
 Physics 332(S) (*formerly 318*) Materials Science: The Chemistry and Physics of Materials (Same as Chemistry 332) (Q)  
 Physics 405T(F) Electromagnetic Theory (Q)

### *Quantitative/Formal Reasoning Courses, Related Course Listings*

Physics 418(S) Gravity (Q)  
Psychology 201(F,S) Experimentation and Statistics (Q)  
Psychology 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science  
(Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)  
Statistics 101(F,S) Elementary Statistics and Data Analysis (Q)  
Statistics 201(F,S) Statistics and Data Analysis (Q)  
Statistics 231(F) Statistical Design of Experiments (Q)  
Statistics 346(S) Regression and Forecasting (Q)  
Statistics 442(S) Computational Statistics and Data Mining (Q)

### **RELATED COURSE LISTINGS**

There are a number of significant areas of studies in which Williams offers many relevant courses, yet no formal program. To alert students to the opportunity for integrating courses from diverse disciplines into a focus area and to encourage them to do so, the courses in this section are organized as lists of topic-related courses. For their full descriptions, see the respective departmental sections.

#### **Gay, Lesbian, and Bisexual Studies**

Gay, lesbian, and bisexual studies focuses on the social construction of sexuality, past and present. Although, at present, Williams does not have a formal concentration in gay, lesbian, and bisexual studies, the College offers a number of courses which examine how social, cultural, and political institutions shape sexualities, as well as the responses and resistances thereto, through a variety of texts and contexts. The following courses include significant components on gay, lesbian, and bisexual studies (at least two weeks out of the semester).

Classics/History 222 Greek History  
Classics 239/History 332 Women in Greece and Rome  
English/Women's and Gender Studies 341 American Genders, American Sexualities  
Greek 403 Poetry and Revolution in Archaic Greece  
History 335 Class, Gender, and Race in Post-1945 Britain  
History 378/Women's and Gender Studies 344 History of Sexuality in America  
History 379 /Women's and Gender Studies 324 Women in the United States Since 1870  
History 394 Comparative Masculinities: Britain and the United States Since 1800  
History/Women's and Gender Studies 489T History and the Body  
Religion 232/History 309 Women and Islam  
Theatre 101 Introduction to Theatre  
Women's and Gender Studies 101 Introduction to Women's and Gender Studies  
Women's and Gender Studies 402 The Personal and the Political: Confessional Narrative and Feminist Politics

#### **Medieval Studies**

Classics 101/Comparative Literature 107 Greek Literature  
Classics 103/Comparative Literature 223/Theatre 311 Greek and Roman Drama: Renewal and Transformation  
Classics/ArH 213 Greek Art and Myth  
Classics/History 222 Greek History  
Classics/History 223 Roman History  
English 304/Comparative Literature 317 Dante  
English 305 Chaucer  
Mathematics 381 History of Mathematics  
Political Science/Philosophy 231 Ancient Political Thought  
Religion 203 Introduction to Judaism  
Religion 211 Paul and the Beginnings of Christianity

#### **Political and Economic Philosophy**

Philosophy 101 Introduction to Moral and Political Philosophy  
Political Economy/Economics 301/Political Science 333 Analytical Views of Political Economy  
Political Science 203 Introduction to Political Theory  
Political Science 204(S) Introduction to Comparative Politics: Nationalism, Religion, and State Power  
Political Science/Philosophy 231 Ancient Political Thought  
Sociology 101 Invitation to Sociology

#### **International and Global Studies**

Anthropology 101 The Scope of Anthropology  
Anthropology/Environmental Studies 209 Human Ecology  
Anthropology 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law  
Economics 204/Environmental Studies 234 Economic Development in Poor Countries  
Economics 215 The World Economy

## Related Course Listings, Tutorials

Environmental Studies 101 Humans in the Landscape  
 Environmental Studies/Biology 203 Ecology  
 History 472 Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900  
 History 475 Modern Warfare and Military Leadership  
 History of Science/Science and Technology Studies 101 Science, Technology, and Human Values  
 Music 125 Music Cultures of the World  
 Political Science 202 World Politics: An Introduction to International Relations  
 Political Science 204 Introduction to Comparative Politics: Nationalism, Religion, and State Power  
 Religion 101 Introduction to Religion  
 Religion 234/History 409 Religion and Revolution in Iran  
 Sociology 101 Invitation to Sociology  
 Sociology 387 Propaganda

## TUTORIALS OFFERED 2003-2004

A description of the tutorial program, and information about how tutorials operate, may be found on page 15 of this catalog. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors.

### American Maritime Studies

AMS/ENGL 231T(F,S) Literature of the Sea

Bercaw Edwards (*fall*), TBA (*spring*)

### Anthropology and Sociology

ANTH 247T(S)/

REL 247T(S)

Saints and Sainthood (W)

Just

### Art

ARTH 330T(S)

Michelangelo: Biography, Mythology, and the History of Art (W)

Solum

ARTS 313T(S)

Art of the Public

Diggs

ARTS 317T(F)

The Miniature

Levin

ARTS 418T(S)

Senior Tutorial

Takenaga

### Astronomy/Astrophysics

ASTR 412T(S)

Solar Physics (W)

Pasachoff

### Biology

BIOL 206T(S)

Genomics (W)

Raymond

BIOL 402T(S)/

ENVI 404T(S)

Topics in Ecology: Biological Resources (W)

Art

### Chemistry

CHEM 262T(S)/

ANTH 262T(S)

Applying the Scientific Method to  
 Archaeology and Paleoanthropology (W)

Skinner

### Computer Science

CSCI 337T(S)

Digital Design and Modern Architecture (Q)

Bailey

### Economics

ECON 357T(S)

The Strange Economics of College (W)

Schaprio

ECON 375T(S)

Speculative Attacks and Currency Crises (W)

Montiel

ECON 401T(F)

Senior Seminar—Economics of Community Development

S. Sheppard

### English

ENGL 215T(F)

Poetry and the City (Gateway) (W)

Sokolsky

ENGL 217T(F)

Shakespearean Comedy (W)

R. Bell

ENGL 340T(S)/

WGST 335T(S)

Fiction of Virginia Woolf (W)

Case

ENGL 352T(S)

Cut (W)

Rosenheim

ENGL 387T(S)

Film Genres (W)

Tift

### Environmental Studies

ENVI 270T(S)/

PSCI 270T(S)

Environmental Policy (W)

K. Lee

### Geosciences

GEOS 218T(S)/

ENVI 218T(S)

The Carbon Cycle (W)

Stoll

GEOS 253T(F)/

ENVI 253T(F)

Coral Reefs (W)

Cox

GEOS 404T(S)

Geology of the Appalachians (W)

Karabinos

### History

HIST 135T(S)

The Great War, 1914-1918 (W)

Wood

HIST 402T(S)/

AMES 402T(S)

African Political Thought (W)\*

Mutongi

HIST 482T(S)

From Angkor to the Killing Fields: The History of Cambodia\*(W)

Reeves

HIST 486T(F)

Historical Memory of the Pacific War\*(W)

Maruko



## Tutorials, Writing-Intensive Courses

<i>Mathematics/Statistics</i>		
MATH 211T(S)	Mathematical Reasoning and Linear Algebra (Q)	Silva
MATH 251T(F)	Introduction to Mathematical Proof and Argumentation (Q)	Burger
MATH 335T(F)/ BIOL 235T(F)	Biological Modeling with Differential Equations (Q)	S. Johnson
<i>Music</i>		
MUS 203T(F)	Composition I	Miksch
MUS 204T(S)	Composition II	Kechley
MUS 232T(S)	Latin Music USA (W)*	E. D. Brown
<i>Philosophy</i>		
PHIL 271T(S)/ WGST 271T(S)	Woman as "Other" (W)	Sawicki
PHIL 286T(F)	Conceptions of Human Nature (W)	Mladenovic
PHIL 379T(S)/ AMST 379T(S)	American Pragmatism (W)	Gerrard
PHIL 390T(F)	Truth (W)	A. White
<i>Physics</i>		
PHYS 405T(F)	Electromagnetic Theory (Q)	S. Bolton
<i>Political Science</i>		
PSCI 198T(S)	The Democratic Deficit (W)	Shanks
PSCI 305T(F)	The Challenges of Knowing: The Holocaust	Marcus
PSCI 349T(F)	Cuba and the United States (W)*	Mahon
<i>Psychology</i>		
PSYC 316T(S)	Clinical Neuroscience	P. Solomon
<i>Religion</i>		
REL 270T(S)	Father Abraham: The First Patriarch (W)	Darrow
REL 305T(F)	Haunted: Ghosts in the Study of Religion (W)	Buell
<i>Spanish</i>		
RLSP 308T(S)/ COMP 308T(S)	The Other Cervantes (W)	Rouhi
<i>Russian</i>		
RUSS 210T(S)/ COMP 210T(S)	Tolstoy: The Major Novels (W)	Cassiday

## WRITING-INTENSIVE COURSES

Courses designated as "writing intensive"—those marked with a "(W)"—stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19.

All Williams College students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year.

Courses that may be used to meet the requirement in 2003-2004:

African and Middle-Eastern Studies 402T(S) African Political Thought (Same as History 402T) (W)\*  
AMS 231T(FS) Literature of the Sea (Same as English 231T) (W)  
AMS 201(F,S) (*formerly* 255) America and the Sea, 1600-Present (Same as History 352)  
(Offered only at Mystic Seaport.) (W)  
American Studies 109(F) Now and Then: Classic African American Literature (Same as English 109)  
(W)\*  
American Studies 201(F,S) Introduction to American Studies (W)  
American Studies 256(S) Literature of the Americas: Dialogues in Historical Perspective (Same as  
Comparative Literature 256) (W)  
American Studies 379T(S) American Pragmatism (Same as Philosophy 379T) (W)  
Anthropology 247T(S) Saints and Sainthood (Same as Religion 247T) (W)  
Anthropology 262T(S) Applying the Scientific Method to Archaeology and Paleoanthropology (Same  
as Chemistry 262T) (W)  
Anthropology 328(F) Emotions and the Self (W)\*  
ArtH 265(F) Pop Art (W)  
ArtH 330T(S) Michelangelo: Biography, Mythology, and the History of Art (W)  
ArtH 448(S) Art about Art: 1400-2000 (W)  
ArtS 311(F) Art and Justice (Same as INTR 307 and Political Science 301) (W)  
Astronomy 412T(S) Solar Physics (W)  
Biology 206T(S) Genomics (W)  
Biology 402T(S) Topics in Ecology: Biological Resources (Same as Environmental Studies 404T) (W)  
Chemistry 262T(S) Applying the Scientific Method to Archaeology and Paleoanthropology (Same as  
Anthropology 262T) (W)

## Writing-Intensive Courses

Classics 205(S) Socrates (Same as Philosophy 205) (W)  
 Classics 210(S) Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Religion 210) (W)  
 Classics 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Leadership Studies 323) (W)  
 Comparative Literature 111(F,S) The Nature of Narrative (Same as English 120) (W)  
 Comparative Literature 201(F) Reading the Hebrew Bible (Same as Religion 201) (W)  
 Comparative Literature 210T(S) Tolstoy: The Major Novels (Same as Russian 210T) (W)  
 Comparative Literature 222(S) The Russian Short Story (Same as Russian 222) (W)  
 Comparative Literature 232(S) European Modernism (W)  
 Comparative Literature 240(S) Introduction to Literary Theory (Same as English 230) (W)  
 Comparative Literature 256(S) Literature of the Americas: Dialogues in Historical Perspective (Same as American Studies 256) (W)  
 Comparative Literature 260(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230)\*  
 Comparative Literature 308T(S) The Other Cervantes (Same as Spanish 308T) (W)  
 Comparative Literature 340(S) Literature and Psychoanalysis (W)  
 Economics 357T(S) The Strange Economics of College (W)  
 Economics 375T(S) Speculative Attacks and Currency Crises (W)  
 English 107(F) Green World (Same as Environmental Studies 107) (W)  
 English 108(F) Forms of Revenge (W)  
 English 109(F) Now and Then: Classic African American Literature (Same as American Studies 109) (W)\*  
 English 110(S) The Nineteenth-Century American Short Story (W)  
 English 113(F) Critical Reading (W)  
 English 115(S) Narrative and Narrative Experience (W)  
 English 119(F) Literature and Social Change (W)  
 English 120(F,S) The Nature of Narrative (Same as Comparative Literature 111) (W)  
 English 121(S) Precocity (W)  
 English 122(S) The Syntactic Structure of English (Same as Linguistics 121) (W)  
 English 126(F) Stupidity and Intelligence (W)  
 English 134(F) New American Fiction (W)  
 English 137(F) Shakespeare's Warriors and Politicians (W)  
 English 142(S) Radio, Radio (W)  
 English 150(F) Expository Writing (W)  
 English 150(S) Expository Writing (W)  
 English 217T(F) Shakespearean Comedy (W)  
 English 231T(F,S) Literature of the Sea (Same as American Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)  
 English 215T(F) Poetry and the City (Gateway) (W)  
 English 222(S) Studies in the Lyric (Gateway) (W)  
 English 225(F) Romanticism and Modernism (Gateway) (W)  
 English 230(S) Introduction to Literary Theory (Gateway) (Same as Comparative Literature 240) (W)  
 English 232(S) The Epistolary Novel (Gateway) (W)  
 English 235(S) Comedy/Tragedy (Gateway) (W)  
 English 238(S) American Women Writers (Gateway) (W)\*  
 English 340T(S) Fiction of Virginia Woolf (Same as Women's and Gender Studies 335T) (W)  
 English 342(S) Queer Literatures in English: An Introduction (Same as Women's and Gender Studies 342) (W)  
 English 352T(F) Cut (W)  
 English 387T(S) Film Genres (W)  
 Environmental Studies 107(F) Green World (Same as English 107) (W)  
 Environmental Studies 218T(S) The Carbon Cycle (Same as Geosciences 218T) (W)  
 Environmental Studies 253T(F) Coral Reefs (Same as Geosciences 253T) (W)  
 Environmental Studies 270T(S) *(formerly 308T)* Environmental Policy (Same as Political Science 270T) (W)  
 Environmental Studies 404T(S) Topics in Ecology: Biological Resources (Same as Biology 402T) (W)  
 Geosciences 105(F) Geology Outdoors (W)  
 Geosciences 218T(S) The Carbon Cycle (Same as Environmental Studies 218T) (W)  
 Geosciences 253T(F) Coral Reefs (Same as Environmental Studies 253T) (W)  
 Geosciences 302(S) Sedimentation (W)  
 Geosciences 404T(S) Geology of the Appalachians (W)  
 History 127(F) *(formerly 105)* The Expansion of Europe (W)  
 History 129(F) *(formerly 107)* Religion, Race, and Gender in the Age of the French Revolution (W)\*  
 History 135T(S) The Great War, 1914-1918 (W)  
 History 148(S) *(formerly 102)* The Mexican Revolution: 1910 to NAFTA (W)\*  
 History 152(F) "New Worlds for All": European-Indian Encounters in Colonial North America (W)\*  
 History 159(F) The Origins of the Cold War (W)  
 History 165(F) The Quest for Racial Justice in Twentieth-Century America (W)\*  
 History 166(S) The Age of Washington and DuBois (W)\*

### *Writing-Intensive Courses, Williams-Exeter Programme at Oxford*

History 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as Classics 323 and Leadership Studies 323) (W)  
History 352(F,S) (*formerly 255*) America and the Sea, 1600-Present (Same as American Maritime Studies 201) (Offered only at Mystic Seaport.) (W)  
History 402T(S) African Political Thought (Same as African and Middle Eastern Studies 402T) (W)\*  
History 482T(S) From Angkor to the Killing Fields: The History of Cambodia (W)\*  
History 486T(F) Historical Memory of the Pacific War (W)\*  
INTR 307(F) Art and Justice (Same as ArtS 311 and Political Science 301) (W)  
Leadership Studies 323(S) Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Classics 323) (W)  
Linguistics 121(S) The Syntactic Structure of English (Same as English 122) (W)  
Music 232T(S) Latin Music USA (W)\*  
Philosophy 101(F,S) Introduction to Moral and Political Philosophy (W)  
Philosophy 102(F,S) Introduction to Metaphysics and Epistemology (W)  
Philosophy 205(S) Socrates (Same as Classics 205) (W)  
Philosophy 225(F) Introduction to Feminist Thought (Same as Women's and Gender Studies 225) (W)  
Philosophy 227(F) Death and Dying (W)  
Philosophy 228(S) Feminist Bioethics (Same as Women's and Gender Studies 228) (W)  
Philosophy 260(S) Medieval Philosophy (Same as Religion 219) (W)  
Philosophy 271T(S) Woman as "Other" (Same as Women's and Gender Studies 271T) (W)  
Philosophy 286T(F) (*formerly 215*) Conceptions of Human Nature (W)  
Philosophy 335(F) Moral Objectivity (W)  
Philosophy 379T(S) American Pragmatism (Same as American Studies 379T) (W)  
Philosophy 390T(F) Truth (W)  
Political Science 101(F) (*Section 01*) Seminar: Moral and Political Reasoning (W)  
Political Science 198T(S) The Democratic Deficit (W)  
Political Science 209(F) Poverty in America (W)  
Political Science 270T(S) Environmental Policy (Same as Environmental Studies 270T) (W)  
Political Science 301(F) Art and Justice (Same as ArtS 311 and INTR 307) (W)  
Political Science 349T(F) Cuba and the United States (W)\*  
Psychology 312(S) Drugs and Behavior (W)  
Psychology 336(S) Adolescence (W)  
Religion 201(F) Reading the Hebrew Bible (Same as Comparative Literature 201) (W)  
Religion 210(S) Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Classics 210) (W)  
Religion 219(S) Medieval Philosophy (Same as Philosophy 260) (W)  
Religion 230(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)\*  
Religion 247T(S) Saints and Sainthood (Same as Anthropology 247T) (W)  
Religion 270T(S) Father Abraham: The First Patriarch (W)  
Religion 305T(F) (*formerly 285*) Haunted: Ghosts in the Study of Religion (W)  
Russian 210T(S) Tolstoy: The Major Novels (Same as Comparative Literature 210T) (W)  
Russian 222(S) The Russian Short Story (Same as Comparative Literature 222) (W)  
Spanish 203(F) Major Latin-American Authors: 1880 to the Present (W)\*  
Spanish 308T(S) The Other Cervantes (Same as Comparative Literature 308T) (W)  
Spanish 403(F) Senior Seminar: Revolution in Latin American Literature & Film (W)\*  
Women's and Gender Studies 101(F,S) Introduction to Women's and Gender Studies (W)  
Women's and Gender Studies 225(F) Introduction to Feminist Thought (Same as Philosophy 225) (W)  
Women's and Gender Studies 228(S) Feminist Bioethics (Same as Philosophy 228) (W)  
Women's and Gender Studies 271T(S) Woman as "Other" (Same as Philosophy 271T) (W)  
Women's and Gender Studies 335T(S) Fiction of Virginia Woolf (Same as English 340T) (W)  
Women's and Gender Studies 342(S) Queer Literatures in English: An Introduction (Same as English 342) (W)

### **WILLIAMS OFF-CAMPUS PROGRAMS**

#### **WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY**

*Director, Professor CHRIS WATERS*

#### **THE PROGRAMME**

Williams College offers a year-long programme of studies at Oxford University in co-operation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world's great universities.

Although students in the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organisations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Three students from Exeter College will normally reside in Ephraim Williams

## *Williams-Exeter Programme at Oxford*

House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams Faculty) administers Ephraim Williams House, oversees the academic programme, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students enrolled in the Oxford Programme must enroll for the full academic year, which consists of three academic terms, each of which includes eight full weeks of instruction: MICHAELMAS TERM (early October to early December), HILARY TERM (mid-January to mid-March), and TRINITY TERM (late April to late June). Students are expected to be in residence to write their first tutorial papers before the eight weeks of instruction begins and to remain in residence during the week after the term ends in order to sit their final examinations. Between the three terms there are two intervening four-five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials.

### THE TUTORIAL SYSTEM

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are from time to time encouraged to attend a pertinent course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In his or her capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter's subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student's tutors, supervise the examinations that students will sit at the end of each academic term, and report on each student's academic progress to the Senior Tutor at Exeter College. There are no "add/drop" periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out.

Over the course of the three terms, students are required to enroll in a *minimum* of FOUR full tutorial courses (each consisting of eight individual tutorial meetings and requiring the preparation of eight essays) and ONE half tutorial course (consisting of four individual tutorial meetings and the preparation of four essays). Some students choose to substitute a fifth full tutorial course for the half tutorial course and a few will decide to enroll in two full tutorial courses each term. The average course load undertaken by most students in residence in Oxford during the past has been five full tutorial courses or their equivalent.

### GRADES AND CREDIT

Grades for each tutorial course reflect the grade assigned to all eight (or four) tutorial sessions, including their related essays, considered together, as well as the grade for the final examination on work accomplished in the individual tutorials and supplementary readings. Final examinations last three hours in the case of full tutorial courses and two hours in the case of half tutorial courses and are always sat in the ninth week of term, following the eight weeks of instruction each term. The final grade recorded on the Williams transcript is calculated by counting the grade for the tutorial meetings and essays as two-thirds of the grade and the final examination as one-third of the overall grade. For some tutorial courses (especially in writing and the studio arts), tutors may offer the student the option of a final paper or project in lieu of an examination.

Upon satisfactory completion of the requirements for the Williams-Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, the four tutorial courses replacing the regular eight semester courses the student would normally take at Williams, the half tutorial course replacing the Winter Study Course. Grades eventually become a part of their Williams transcript in the summer after their completion of the Programme and are included in the computation of their Grade Point Average.

Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a year maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College "Writing Intensive" designation, except for those in the studio arts, mathematics, and the sciences.

Tutorial courses in Oxford may also be used to meet major requirements. Some departments at Williams will grant a two-course credit towards the major for each full tutorial course taken at Oxford, and one course towards the major for each half tutorial course taken at Oxford. Most departments, however, will grant a one-course credit towards the major for each relevant tutorial course taken at Oxford (whether a full or a half). Students are encouraged to check with their department chair(s) to confirm official department policy.

### THE COURSE OF STUDY

Students are encouraged to pursue a course of study during their three terms at Oxford that both reflects the strength of the University's offerings and the interests of the Tutorial Fellows at Exeter College (go to the Exeter College website—[www.exeter.ox.ac.uk](http://www.exeter.ox.ac.uk)—click on "About the College,"

then click on “The Rector and Fellows,” and then on “Fellows arranged by subject”). In addition to the opportunity to pursue British and Commonwealth Studies, students in Oxford will be able to pursue tutorial work in fields which are represented only marginally or infrequently in the Williams curriculum (Classics, Theology, etc.) and in fields in which Oxford is particularly noted (English Literature, History, Modern Languages, Philosophy, Politics, etc.). Exeter also has a Fellow in English Literature (with interests ranging from the Renaissance—including Shakespeare—to the mid-nineteenth century) committed to teaching Williams students, and students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

What follows is a list of tutorial courses normally available to students studying with the Williams-Exeter Programme at Oxford. The tutorials listed below (WIOX 311-382) represent a selection of some of the standard “papers” (courses) that comprise the Oxford degrees in various subjects and that are taught in tutorial format. Normally, but not always, tutors can be secured who can teach these subjects to Williams students, although demand, leave patterns, and other constraints, sometimes mean that not all of these subjects can be staffed in all terms. Students are normally free to choose the term in which they want to undertake most of these tutorial courses, although in some cases it is recommended that they enroll in them during the term in which the accompanying lectures are being delivered. Where this is the case, the suggested terms are listed in parentheses following the tutorial course description.

While many students enroll in the tutorial courses listed below (WIOX 311-382), roughly half the tutorial courses selected by students come under the heading of WIOX 390, a general rubric for more specialized tutorial work. This is described in more detail below.

**WIOX 311 Art History: English Architecture 1660-1720**

A study of the principal buildings of Wren, Hawksmoor, Jones and Vanburgh in relation to the contemporary historical background. Field trips to London and Blenheim in addition to inspection of important sites in Oxford. Normally Art History 101-102 at Williams is a prerequisite for this tutorial.

**WIOX 315 Biology: Plant and Microbial Biology**

The biological diversity of plants and micro-organisms, including aspects of their ecology and evolution, structural and functional characteristics, life histories, reproduction, taxonomy and systematics, physiology and biochemistry, genetics and molecular biology, biotechnology. Also the importance of interactions between plants and microorganisms.

**WIOX 316 Biology: Evolution and Systematics**

Evolution as the central theme of biology. Methods and data of phylogeny reconstruction. Biogeography. Macro-evolutionary change; origin of the major groups, extinction, punctuated equilibrium. Adaptation. Comparative Method. Natural selection. Units of selection. Molecular evolution. Evolution of sex. The modern synthesis.

**WIOX 321 Economics: British Economic History Since 1870**

Trends and cycles in national income, factor supplies, and productivity; changes in the structure of output, employment and capital; management and entrepreneurship; the location of industries, industrial concentration, and the growth of large firms prices; interest rates, money, and public finance; wages, unemployment, trade unions, and the working of the labor market, the distribution of incomes, poverty, and living standards; foreign trade, tariffs, international capital movements, and sterling; Government economic policy in peace and war.

**WIOX 322 (Michaelmas) Economics: International Economics**

Theories of international trade and factor movement, positive and normative, and their application to economic policy and current problems. Theory and practice of economic integration. Current problems of the international trading system. Methods of balance of payments adjustment and financing; policies for attaining internal and external balance. Behavior of floating exchange rates; theory and evidence. Optimum Currency Areas and Exchange Rate Regimes. International Policy Co-ordination and the International Monetary System.

**WIOX 323 (Michaelmas, Hilary) Economics: Command and Transitional Economies**

The traditional command economy, attempts to reform it in the direction of market socialism, and transition to a market economy. The subject is studied mainly in relation to the former Soviet Union and Eastern Europe, but may also refer to other communist countries including China.

**WIOX 324 Economics: Economics of Developing Countries**

Theories of growth and development. Poverty and income distribution. Human resources. Labor markets and employment. Industrialization and technology. Agriculture and rural development. Monetary and fiscal issues, inflation. Foreign trade and payments. Foreign and domestic capital; economic aid. The role of government in development; the operation of markets.

**WIOX 330 English: The History, Use and Theory of the English Language**

History, use and theory of the English Language in the period from Chaucer to the present day, with special reference to literary language. Topics in linguistic history and theory (such as vocabulary, syntax and morphology, social and geographical aspects of the use of English) as well as the history and

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theories of literary language (such as figurative language, relations between written and oral discourse, and literary language as persuasion and social action).

**WIOX 331 English: English Literature From 1509-1642**

**WIOX 332 English: English Literature From 1642-1740**

**WIOX 333 English: English Literature From 1740-1832**

**WIOX 334 English: English Literature From 1832-1900**

**WIOX 335 English: Special Authors**

Students pick one of these sets and may concentrate on one or two authors.

- a) The Beowulf Poet, Alfred or Aelfric
- b) Chaucer, Margery Kempe, or The Yorke Cycle
- c) Donne, Milton, or Marlowe
- d) Pope, Defoe, or Behn
- e) Wordsworth, Austen, or Johnson
- f) R. Browning, G. Eliot or Wilde
- g) Yeats, Woolf or Beckett
- h) Plath, Rushdie or Pinter

**WIOX 336 The English Novel**

Students may study novelists generally from the eighteenth through the twentieth centuries or may, if they wish, confine themselves to eighteenth, nineteenth, and/or twentieth-century novelists; within the period(s) chosen. Students may also concentrate on a detailed study of one or two of the novelists, for example: Richardson, Fielding, George Eliot, Dickens, Henry James, James Joyce, or Virginia Woolf.

**WIOX 337 English: Drama**

Concentration in one of:

- a) 1400-1640 excluding Shakespeare
- b) Shakespeare
- c) 1640-1890
- d) 1890 to the present age

**WIOX 351 History: History of the British Isles 1330-1550**

For England, Scotland, Ireland and Wales this was a period of dramatic conflict and change which presents many fascinating paradoxes in economic, social, political, intellectual, religious, and cultural life. This tutorial explores the interaction of these historical dimensions as well as the interaction of the different societies within the British Isles.

**WIOX 352 History: History of the British Isles: 1500-1700**

The formation of the British state, the shifting power of the English monarchy, the crisis of Parliament and civil war, and the drama of the Reformation are the unifying narrative topics of this tutorial, but wider structural questions of economic and social change, of ideological and cultural development are also addressed.

**WIOX 353 History: History of the British Isles: 1685-1830**

The creation of the British state, the diffusion of a 'British' identity to add to existing English, Welsh, Scottish and Irish identities, and the rise of the 'British Empire' and the strains, tensions, and conflicts associated with these major developments are addressed in this tutorial.

**WIOX 355 History: India, 1916-1934: Indigenous Politics and Imperial Control**

A detailed examination of the Civil Disobedience Movement, the Congress Party, and the work of Mahatma Gandhi.

**WIOX 361 (Michaelmas, Hilary) Philosophy: The History of Philosophy From Descartes to Kant**

In this course, the works of some of the major philosophers in this period will be studied, such as Descartes, Locke, Berkeley, Hume, Leibniz, Spinoza, and Kant.

**WIOX 362 Philosophy: Ethics**

Topics to be studied include ethical concepts (obligation, goodness, virtue); objectivity and the explanation of value beliefs; moral psychology; freedom and responsibility; consequentialism and deontology; self-interest, prudence and amorality; rights, justice and equality; Kant; happiness, welfare and a life worth living.

**WIOX 363 (Michaelmas, Hilary) Philosophy: Philosophy of Mind**

Topics to be studied include the nature of persons, the relation of mind and body, self-knowledge, knowledge of other persons, consciousness, perception, memory, imagination, thinking, belief, feeling and emotion, desire, action, the explanation of action, subconscious and unconscious mental processes.

**WIOX 364 Philosophy: Philosophy of Science and Social Sciences**

Topics such as:

A) The nature of theories; scientific observation and method; scientific explanation; the interpretation of laws and probability; rationality and scientific change; major schools of philosophy of science.  
B) Social meaning; individualism; rationality; rational choice theory; prediction and explanation in economics; the explanation of social action; historical explanation, ideology.

**WIOX 365 (Trinity) Philosophy: Philosophy of Logic and Language**

Topics to be studied include meaning, truth, logical form, necessity, existence, entailment, proper and general names, pronouns, definite descriptions, intentional contexts, adjectives and nominalization, adverbs, metaphor, and pragmatics.

**WIOX 366 (Michaelmas, Hilary) Philosophy: Knowledge and Reality**

Topics to be studied may include: knowledge and justification; perception; memory; induction; other minds; a priori knowledge; necessity and possibility; reference; truth; facts and propositions; definition; existence; identity, including personal identity; substances, change, events; properties; causation; space; time; essence; natural kinds; realism and idealism; primary and secondary qualities.

**WIOX 367 (Michaelmas, Hilary) Philosophy: Philosophical Authorities**

Students pick one of these authorities or movements:

- a) Plato
- b) Aristotle
- c) the Rationalists
- d) the Empiricists
- e) Kant
- f) Wittgenstein

**WIOX 368 (Hilary) Philosophy of Religion**

The subject will include an examination of claims about the existence of God, and God's relation to the world; their meaning, the possibility of their truth, and the kind of justification which can or needs to be provided for them; and the philosophical problems raised by the existence of different religions.

**WIOX 369 (Michaelmas) Philosophy: Theory of Politics**

The critical study of political values and of the concepts used in political analysis: the concept of the political; power, authority and related concepts; the state; law; liberty and rights; justice and equality; public interest and common good; democracy and representation; political obligation and civil disobedience; ideology; liberalism, socialism and conservatism.

**WIOX 371 Political Science: Modern British Government and Politics**

A study of the structure, powers, and operations of modern British Government, including its interaction with the European community: the Crown, Ministers, Parliament, elections, parties and pressure groups, the legislative process; Government departments, agencies, and regulatory bodies; local authorities; administrative jurisdiction and the Courts.

**WIOX 372 (Hilary, Trinity) Political Science: Russian Government and Politics**

The subject comprises the theory and practice of Communist rule in the former Soviet Union and the transition to a post-Communist society. Attention is devoted to Communist Party and governmental institutions (especially between 1953 and 1991) and to the attempts to construct new political institutions in the process of systemic transformation. Specific attention will be devoted to ideology and political culture, political leadership, political participation and the development of representative institutions, and the national question.

**WIOX 373 (Michaelmas, Hilary) Political Science: Classical Political Thought**

A critical study of political theorists whose ideas are still influential, including Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, and Hume. Topics studied may include: theories of political stability and civic virtue; the relationship between the personal and the political; utopian political thought; theories of natural law.

**WIOX 374 Political Science: Foundations of Modern Social and Political Thought**

The critical study of modern social and political theorists, including Bentham, J.S. Mill, Hegel, Saint-Simon, Tocqueville, Marx, Weber and Durkheim. Topics studied may include: state, society, and the family; individual and community; history and social change; science and religion.

**WIOX 375 Political Science: International Relations**

The principal theories, concepts, and institutions of international relations. Topics include: law and norms, order, self-determination, security, war and conflict resolution, foreign-policy analysis, international political economy, dominance and dependence, regional integration, and international institutions.

**WIOX 381 (Trinity) Psychology: Developmental Psychology**

Psychological development in humans: the biological and physiological, environmental and heredity influences which affect development; evidence from comparative studies. The neonate, the infant, the pre-school child, school children: changes during adolescence; adulthood and further changes of ag-

ing. Sex differences. Developmental aspects of perceptual and cognitive processes: behavioral repertoire including exploration and play, language, motor skills and social skills, learning, training, and socialization; the development of intelligence and personality; developmental disorders and handicaps; computational models of development. Observational, experimental, and psychometric methods; theoretical issues in developmental studies, including their mathematical treatment.

**WIOX 382 (Michaelmas) Psychology: Social Psychology**

The biological and cultural background to social behavior: comparison of animal and human social behavior, cultural differences in behavior and attitudes. Verbal and non-verbal communication; conversation, self-presentation, and other aspects of social interactions; social influence, persuasion, and leadership; group performance and group decision-making; behavior in organizations; intergroup relations. Social relationships, exchange processes, interpersonal attraction, aggression, helping and cooperation. Cognitive social psychology; perception, inference, attribution, and explanation; social representations, attitudes and beliefs.

**WIOX 390 Specially Arranged Subjects**

Specially arranged tutorial courses in some subject areas other than those covered by the WIOX 311-382 courses—or in some non-listed subfields of the areas covered—might also be possible. It must be stressed, however, that a WIOX 390 is not simply what would be called an “independent study” course at Williams. Rather, a WIOX 390 is normally a “paper” (course) regularly offered at Oxford as either a required or optional part of the degree in various disciplines and normally taken by Oxford students in their second or third year of residence. For a list of the “papers” that make up the degree requirements in certain fields, students should consult the *University of Oxford Examination Regulations*, a recent copy of which can be found in the Dean’s Office. Guidelines for how to make sense of this complex and weighty tome (the equivalent of the *Williams College Bulletin*) are available from the Dean’s Office and also from the director. Students might also wish to consult the various department websites at Oxford on-line, some of which list the papers taught as part of the degree offerings by that department (go to the Oxford University home page—[www.ox.ac.uk](http://www.ox.ac.uk)—and then click on “Departments”). It is often easier to find tutors for a WIOX 390 in some fields (Classics, English, History, Philosophy, Theology, etc.) than in others (Psychology, the natural sciences, etc.). Again, students should first familiarize themselves with the curricular strengths of Exeter College before requesting a WIOX 390 course. All WIOX 390 tutorial courses must be approved by the director. Students should also realize that it is not always possible for the Programme to accommodate their requests.

A sample list of Specially Arranged Subjects (WIOX 390) staffed during the past three years is offered below. This list is not comprehensive. Furthermore, students who wish to undertake work under the general rubric of a WIOX 390 are encouraged to consult the appropriate catalogues and websites rather than simply opt to undertake WIOX 390 tutorial course work that other students in the past have undertaken.

- 390 Anthropology: South Asia—Caste and Hinduism
- 390 Archaeology: The Transformation of the Celtic World, 500 BC -AD 100
- 390 Art History: Greek Architecture
- 390 Art Studio: Photography
- 390 Art Studio: Drawing
- 390 Chemistry: Organic Chemistry
- 390 Chemistry: Physical Chemistry
- 390 Chemistry: Solid State Chemistry
- 390 Classics: Comparative Ancient History and Historiography
- 390 Economics: Classical Economic Thought
- 390 Economics: Microeconomics
- 390 Economics: Economics of Industry
- 390 English: Creative Writing
- 390 English: Poetry Writing
- 390 English: Film Theory
- 390 English: Dante
- 390 English: Romantic Poetry
- 390 English: Children in Victorian Fiction
- 390 English: Twentieth-Century Poetry
- 390 English: C.S. Lewis
- 390 English: Modern Drama—Pirandello
- 390 German: The German Novel Since 1945
- 390 History: Roman History, 80 BC-AD 138
- 390 History: The Carolingian Renaissance
- 390 History: The Napoleonic Wars—Military and Naval History
- 390 History: Imperialism and Nationalism, 1830-1980
- 390 History: Culture and Intellect in Victorian Britain
- 390 History: Nationalism, Politics, and Culture in Ireland, 1870-1921
- 390 History: Imperial Germany, 1870-1914
- 390 History: General History, 1914-1945



### *Williams-Exeter Programme at Oxford*

- 390 History: The Arab World, 1914-1979
- 390 History: War and Reconstruction: Ideas, Politics and Social Change in Britain
- 390 History: Sexuality and Religion in Britain, 1880-1957
- 390 Law: Jurisprudence
- 390 Mathematics: Applied Analysis
- 390 Mathematics: Abstract Algebra
- 390 Mathematics: Probability
- 390 Philosophy: Formal Logic
- 390 Physics: General Relativity
- 390 Political Science: South Asian Politics
- 390 Political Science: Constitutional Politics in European Democracies
- 390 Political Science: International Relations, 1914-1945
- 390 Political Science: The Evolution and Politics of the European Union
- 390 Political Science: Questions in Tibetan History, Politics, and Culture
- 390 Political Science: British Foreign Relations
- 390 Political Science: Latin American/Cuban International Relations
- 390 Psychology: Psychology of Creativity
- 390 Psychology: Psychology of Religion
- 390 Religion: The Work of Ibn al-Arabi
- 390 Religion: Christian Moral Reasoning
- 390 Religion: Religious Thought in Seventeenth-Century Britain
- 390 Religion: Christology from Kant to Troeltsch, 1789-1914
- 390 Religion: Twentieth Century Theologians—Karl Rahner

#### NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. The Programme normally subsidizes such study.

#### STUDENT LIFE

By virtue of the fact that, while in Oxford, they are officially Visiting Students at the University—and full members of Exeter College—Williams students are offered every opportunity to become fully integrated into student life in Oxford. Both Exeter College and Oxford University are home to an exceptional variety of sports clubs, debating societies, interest groups, cultural organizations, and social activities, virtually all of which are available to Visiting Student members of the University. Students are encouraged to participate fully in the social life of Exeter College—to dine in Hall as often as they wish, to frequent the College bar, to use the College's athletic facilities, and to become members of the various College clubs and organizations. Furthermore, Williams students also have access to the University's athletic events, concerts, theatrical productions, museums, and libraries. All Williams students in Oxford are provided with membership in the Oxford Union, which, in addition to its debating activities and club rooms, possesses dining facilities and the largest lending library in the University.

At the Ephraim Williams House, all Williams students are housed in capacious double rooms and enjoy full access to the House's library (recently expanded and refurbished), common rooms, laundry facilities, computer lab, and a large dining room, in which a weekly catered meal is served during the eight weeks of term. There are also a number of small kitchens in the House which students may use. All rooms are fully wired for high-speed internet access and are fully equipped with furnishings, bed linens, and a telephone. The grounds include a courtyard where basketball can be played, sheltered bike racks, barbecue facilities, a reflective garden and a gnome garden. A number of student jobs are available during the academic year for students who wish to earn a little spending money by helping to maintain the facilities and organize Programme activities. Ephraim Williams House is a short bike or bus ride (or a twenty-minute walk) from Exeter College and the center of town, and is within easy walking distance of the University parks and the local shops, restaurants and banks of Summertown. The Programme will partially subsidize student bus passes or bicycle purchase or rental to facilitate travel around Oxford.

Before the academic year begins—at the end of September and in early October—ten days of orientation activities are scheduled. Students are expected to be in residence for all of these many activities, some of which take place in Ephraim Williams House, others at Exeter College. At this time students will become acquainted with the workings of the Programme, of Exeter College, and of the University, and will be familiarized with the rules and regulations they are expected to abide by during their residence in Oxford.

Throughout the academic year, provision will be made for trips to a number of sites of historical, cultural, or political interest. In the past these have included the Cotswolds, Stratford, Stonehenge, Bath, Wells, Warwick Castle, Blenheim Palace, and various sites of interest in London. Students will also be given the opportunity to attend a number of theatrical productions and other cultural events. Oxford's proximity to London gives students ready access to that city's multiple attractions and many resources. The Oxford-London train service is frequent and the journey takes just over an hour. The buses to London run even more regularly (and are cheaper), and the one-way journey takes about ninety minutes. In recent years,

### *Williams-Exeter Programme at Oxford, Williams-Mystic Maritime Studies Program*

students have also enjoyed a group overseas excursion at the outset of the break between Hilary and Trinity terms, in 2002 to San Sebastián and Bilbao, in 2003 to Nice and Monte Carlo.

During the summer before students arrive in Oxford, they will receive a copy of the latest edition of *Ephs Among the Dreaming Spires*, which will further explain the perks, policies, and procedures of the Programme, the rules and regulations they are expected to follow, and tips for how best to enjoy a fulfilling year in and around Oxford.

#### ILLNESS AND INSURANCE

Students must ensure they are covered either by the Williams College health insurance policy or by some other comprehensive health insurance plan (generally a family health insurance policy). While in Britain, students will be covered by the National Health Service (NHS) for routine visits at the Group Medical Practice used by Exeter College and for emergency hospital treatment. Prescription drugs are available through the NHS for a nominal fee. There are limited outpatient psychological counseling services available through the NHS and the Programme, although, as Visiting Students at the University, Williams students are entitled to make use of the University Counseling Centre. Any extensive or long-term counseling, however, would need to be covered by the student's personal health insurance policy. Finally, students are not likely to be covered under the NHS for medical services received in foreign countries, especially those countries that do not enjoy membership of the European Union.

#### FEEES

The tuition and room fees paid by students on the Williams-Exeter Programme at Oxford are the same as those for a year spent in residence at Williams. Students are responsible for some of their own meals and for all of their personal expenses. They are also responsible for the cost of their air travel to and from Britain, although they may select to take the group flight to London arranged by the Programme at competitive rates. They are provided with three meals a day for the first four or five days in Oxford and with a weekly catered meal in Ephraim Williams House during the eight weeks of term. They may also eat lunch and dinner on any day of the week at Exeter. They will pay a small charge for lunch at Exeter, but dinner will be provided free of charge. Students will not be charged the full Williams board fee during their year in Oxford, but they will pay a proportion of the board fee to help cover these costs. For planning purposes, students and their parents should expect the cost of a year on the Programme to be roughly the same as a year at Williams. Financial aid eligibility will be figured on the usual basis of tuition, fees, room, board, and personal and book expenses, as if the student were at Williams for the year. Similarly, the normal self-help contribution would be expected. Since the academic year ends later at Oxford than at Williams, the summer earning expectations for students for the following year will be reduced by one half and the difference will be made up by additional Williams aid.

#### APPLICATION

Admission to the Programme is on a competitive but flexible basis. Students must apply to the Dean's Office by the prescribed deadline (normally early in February) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College's distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, expects all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references (the Committee will contact those faculty members). Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

### **WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM**

*Director, JAMES T. CARLTON*

*Faculty: MARY K. BERCAW EDWARDS (University of Connecticut), JAMES T. CARLTON (Williams College), JANA DAVIS (Williams College), GLENN S. GORDINIER (University of Connecticut), CATHERINE ROBINSON HALL (Mystic Seaport).*

Williams College sponsors a one-semester interdisciplinary program which includes credit for one winter study in American Maritime Studies in cooperation with Mystic Seaport Museum. Courses are taught as part of the College's off-campus program in Mystic, Connecticut. Students apply for either the fall or the spring semester and take four of five courses offered. Students also take part in a non-credit maritime skills class of their choice, choosing from celestial navigation, sailing, music of the sea, art of the sea, ship smithing, and the outdoor demonstration squad. Students live in cooperative

*Williams-Mystic Maritime Studies Program*

houses at Mystic Seaport and participate in field seminars to the Pacific Coast and Nantucket Island as well as an 11-day offshore trip as part of their coursework. Interested students may obtain further information and an application through the Dean's Office. An open house is held bi-annually in November and March. A personal interview is required. Admission is competitive. Students must meet Williams College and Williams-Mystic application deadlines.

**AMS 201(FS) America and the Sea, 1600-Present (Same as History 352) (W)**

This course focuses on the history of America's relationship to the sea from the age of discovery through the heyday of merchant sail to the triumph of steam and the challenges of the twentieth century. Readings in primary sources and secondary works on the social, economic, and diplomatic implications of maritime activities culminate in a research paper. Topics such as shipbuilding, whaling, and fisheries are studied through museum exhibits and artifacts in the material culture component of the course.

Format: lecture/discussion, including coastal and near-shore field trips, 11 days offshore, and an independent, primary source research paper.

Requirements: an hour test, two papers, and a final exam. Student papers will be a 5-page minimum and a 15-page minimum essay. The 15-page paper will be critiqued in three steps, as an outline, a draft, and a final paper, with attention to reasoning and style.

Hour: TBA

GORDINIER

**AMS 211(FS) Oceanographic Processes (Same as Geosciences 210)**

This course is an introduction to the physical, chemical, geological, and biological processes that control the major features of the world's oceans. Topics include ocean circulation, waves and tides, plate tectonics, shoreline processes, biological productivity, and food web structure. This overview of the oceans is designed for both non-science majors and science majors who desire a general course on oceanography.

Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project.

Requirements: an hour test, a research project, a presentation, and a final exam.

*Williams students who have taken Geosciences 104 may not take Geosciences 210/American Maritime Studies 211 for credit.*

Hour: TBA

DAVIS

**AMS 231T(FS) Literature of the Sea (Same as English 231T) (W)**

A study of the ways in which the sea has often filled the literary imagination and found expression in narrative, poetry, drama, and myth. Special emphasis is given to such authors as Melville, London, Steinbeck, Proulx, and Hemingway, as well as Shakespeare, Coleridge, Conrad, and Douglass.

Format: small group tutorials with occasional larger classes and lectures, including coastal and near-shore field trips, and 11 days offshore.

Requirements: regular papers, class discussions, and a final exam.

Hour: TBA

First Semester: BERCAW EDWARDS

Second Semester: TBA

**AMS 311(FS) Marine Ecology (Same as Biology 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.

Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project.

Requirements: an hour test, a research project, a presentation, and a final exam.

Prerequisites: Biology 101 and 102 or equivalent or permission of instructor.

Hour: TBA

CARLTON

**AMS 351(FS) Marine Policy (Same as Environmental Studies 351)**

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping.

Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 11 days offshore.

Requirements: a midterm, an independent research paper, a presentation, and a final exam.

Hour: TBA

HALL

## WINTER STUDY PROGRAM

### REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2003-2004 academic year must register for WSP. Registration will take place in the early part of fall semester. If you are registered for a senior thesis in the fall which must be continued through Winter Study by departmental rules, you will be registered for your Winter Study Project automatically. *In every other case, you must complete registration.* First-year students are required to participate in a Winter Study that will take place on campus; they are not allowed to do 99's.

Even if you plan to take a 99, or the instructor of your first choice accepts you during the registration period, there are many things that can happen between registration and the beginning of Winter Study to upset your first choice, so you must list five choices. You should try to make one of your choices a project with a larger enrollment, not that it will guarantee you a project, but it will increase your chances.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor *before* signing up for his/her project.

Remember, for cross-listed projects, you should sign up for the subject you want to appear on your record.

For many beginning language courses, you are required to take the WSP Sustaining Program *in addition* to your regular project. You will be automatically enrolled in this Sustaining Program, *so no one should list this as a choice.*

The grade of honors is reserved for outstanding or exceptional work. Individual instructors may specify minimum standards for the grade, but normally, fewer than one out of ten students will qualify. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass.

If you have any questions about a project, see the instructor *before* you register.

Finally, all work for WSP must be completed and submitted to the instructor no later than Thursday, January 29th. *Only the Dean can grant an extension beyond this date.*

### WINTER STUDY 99'S

Sophomores, juniors and seniors are eligible to propose "99's," independent projects arranged with faculty sponsors, conducted in lieu of regular Winter Study courses. Perhaps you have encountered an interesting idea in one of your courses which you would like to study in more depth, or you may have an interest not covered in the regular curriculum. In recent years students have undertaken in-depth studies of particular literary works, interned in government offices, assisted in foreign and domestic medical clinics, conducted field work in economics in developing countries, and given performances illustrating the history of American dance. Although some 99's involve travel away from campus, there are many opportunities to pursue intellectual or artistic goals here in Williamstown.

99 forms are available online:

<http://www.williams.edu/Registrar/winterstudy/99direct.html>

The deadline for submitting the proposals to faculty sponsors is Thursday, 25 September.

### AFRICAN AND MIDDLE EASTERN STUDIES

#### AMES 031 Senior Thesis

To be taken by candidates for honors by the thesis route in African and Middle Eastern Studies.

### AFRICAN-AMERICAN STUDIES

#### AAS 030 Senior Project

To be taken by students registered for Afro-American Studies 491 who are candidates for honors.

### AMERICAN STUDIES

#### AMST 010 "The Fatherland in Cleats:" Soccer and Identity in the Americas (Same as History 010)

(See under History for full description.)

#### AMST 011 Violence, Testimony, and the Culture Wars: Speaking, Truth, and Power (Same as Political Science 011)

(See under Political Science for full description.)

#### AMST 016 A Failure of Trust: American Indians Seek an Accounting from the U.S. Government (Same as History 016)

(See under History for full description.)

#### AMST 030 Senior Honors Project

To be taken by students registered for American Studies 491 or 492.

## ANTHROPOLOGY AND SOCIOLOGY

### **ANSO 011 Berkshire Farm Internship**

A field placement at Berkshire Farm Center and Services for Youth in Canaan, New York. Berkshire Farm Center is a residential treatment facility for troubled, at-risk adolescent boys who have been remanded to the Farm by the Family Court. These youths come primarily from lower socio-economic strata, are very ethnically diverse, and hail from both urban and rural areas throughout New York State. The problems that they bring to Berkshire Farm are multiple. These include: the psychological scars of dysfunctional families, including those of physical, emotional, and sexual abuse; chemical dependency; juvenile delinquency; inability to function in school settings; and various other issues. Residential treatment is a multi-modal approach that includes anger-replacement training, social skills training, and behavioral modification.

Williams students will commute to Berkshire Farm and work under supervision in one of the following areas: school, cottage life, chemical dependency unit, research, recreation, performing arts, or in individual tutoring.

Requirements: students will keep a journal reflecting on their experiences, and a weekly seminar with the instructor will draw on service learning experience. Students will also be required to submit a final 10-page paper at the end of the course.

Prerequisites: interview with instructor. *Enrollment limit: 15—please note: all queries about this course should be directed to the instructor, who can be reached at 518-781-4567 ext. 322.*

Cost to student: none.

LARI BRANDSTEIN (Instructor)  
NOLAN (Sponsor)

Lari Brandstein is Director of Volunteer Services at Berkshire Farm Center and Services for Youth.

### **ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse**

The incidence of reported child abuse and neglect has reached epidemic proportions and shows no signs of decreasing. Preventive and prophylactic social programs, court intervention, and legislative mandates have not successfully addressed this crisis. This course allows students to observe the Massachusetts Department of Social Services attorney in courtroom proceedings related to the care and protection of children. Students will have access to Department records for purposes of analysis and will also work with social workers who will provide a clinical perspective on the legal cases under study. The class will meet regularly to discuss court proceedings, assigned readings, and the students' interactions with local human services agencies. Access to an automobile is desirable but not required; some transportation will be provided as part of the course.

Requirements: full participation, a journal, and a 10-page paper to be submitted at the end of the course.

*Enrollment limit: 15—please note: all queries about this course must be directed to the instructor, Judge Locke (phone messages may be left at 458-4833).*

Meeting time: TBA.

Cost to student: \$25 for books and photocopies.

JUDITH LOCKE (Instructor)  
NOLAN (Sponsor)

Judith Locke is Associate Justice of the Juvenile Court, Commonwealth of Massachusetts.

## ANTHROPOLOGY

### **ANTH 013 Deciphering Ancient Maya Civilization**

Ancient Maya civilization of the first millennium A.D. was one of the most advanced and complex societies of pre-Hispanic Central America. Its art, monuments, ruined cities and writing have fascinated art historians, visitors and scholars alike. After a short introduction to Maya civilization and archaeology, the course will focus on the Maya hieroglyphic writing systems. We will then apply the principles of Maya epigraphy to translate a variety of texts from stone monuments and from elaborate and beautiful polychrome vases of important sites such as Tikal, Dos Pilas, Aguateca, Yaxchilan, and Palenque. The final project will consist of creating your own stela about your life using the Maya hieroglyphic writing system.

Requirements: two or three small papers.

No prerequisites. *Enrollment limit: 20 (expected: 10).*

Meeting time: afternoons; 2 or 3 sessions per week of two-or three hours.

Cost to student: \$120 for books.

FOIAS

### **ANTH 025 Archaeological Excavation at the Paleolithic Site of Attirampakkam, India (Same as Chemistry 025)**

(See under Chemistry for full description.)

### **ANTH 031 Senior Thesis**

To be taken by students registered for Anthropology 493-494.

## Winter Study Program

### SOCIOLOGY

#### **SOC 012 Organizational Communications**

Students will examine the central role communication plays in a variety of organizations including business, government, education, and non-profits. This discussion course will be taught using the case-based approach and simulations to provide understanding of how theory translates into practice. We will use cases developed by the Harvard Business School and Harvard Negotiation Project. Cases will focus on interpersonal communication, group dynamics, negotiation and conflict resolution, communicating change, influence and persuasion, and ethics. Students will be responsible for learning how to diagnose specific organizational communication problems and developing appropriate responses for effectively managing organizational communication. You will be expected to improve on how well you demonstrate effective critical thinking, problem-solving, and communication skills. Format: Case discussion and role-playing. Students will be expected to meet in small study groups in the afternoon or evening before class to discuss their findings with other classmates and to “warm up” for the class case discussions.

Students will be evaluated on their ability to work together in problem set reviews, preparation of two summary papers of five pages each, and active case discussion in the classroom. (Students will be expected to do 85% of the talking in class.)

*Enrollment is limit: 20.*

Meeting time: mornings; Monday, Wednesday, and Friday, 10 a.m. to noon.

Cost to student: \$50 for cases and reading materials.

JO PROCTER (Instructor)  
ROBERT JACKALL (Sponsor)

Jo Procter is the college's news director. She has an M.S. in communications, has taught in Simmons College Graduate Program in Communications, and was previously assistant director of Boston University's Doctoral Program in Business Administration.

#### **SOC 021 Williams in New York**

The program will offer five internships in New York City in key institutional/occupational arenas. These are still being arranged, but they will include internships at a major newspaper, a policy institute, and a museum. Students will live at the Williams Club. There will be a weekly seminar where students will analyze their field experiences against the backdrop of key readings. There will also be some joint field trips. The Gaudino Fund will provide modest scholarships for the five students selected for the program on the basis of a competition. These scholarships will cover only part of the costs of the Winter Study and students are expected to cover the rest. Financial aid students may apply to the College for additional assistance.

Requirements: 10-page paper.

Prerequisites: Sociology 207 *New York New York*; which will be offered Fall 2003. *Enrollment limit: 5 (expected: 5).*

JACKALL

#### **SOC 031 Senior Thesis**

To be taken by students registered for Sociology 493-494.

### ART

### ART HISTORY

#### **ARTH 010 “Taking the Waters” Then & Now: A History of Spa Culture (Same as History of Science 010)**

(See under History of Science for full description.)

#### **ARTH 011 Breaking Ground: Women Architects in America (Same as Women's and Gender Studies 011)**

The course would concern itself with the role of women as architects in a traditionally male dominated field. It would begin with the role of the wife in shaping the “look” of the house; to the winning entry of Sophia Hayden's Woman's Building in the Chicago Columbia Exposition in 1890; to the break through work of Julia Morgan for William Randolph Hearst and ultimately to more modern and progressive architects and urban designers of today. Guest lectures will be delivered by architects in current practice, and a field trip will be scheduled.

Requirements: one 10-page paper and reading as assigned.

*Enrollment limit: 15.*

Meeting time: mornings; 3 times a week for two hours.

Cost to student: \$40-50 for course materials.

PATRICIA BROWN GLENN '75 (Instructor)  
M. LEWIS (Sponsor)

Patricia Brown Glenn '75 holds a Masters in Renaissance and Baroque Art from the University of Chicago. Glenn has taught art and architectural courses at all levels at the University of Missouri at

## Winter Study Program

Kansas City for the past 15 years. She has also authored two books for middle readers: the award winning *Under Every Roof* and *Discover America's Favorite Architects*. Currently, Glenn is working on a book about female architects for adult readers.

### **ARTH 012 Master Drawings**

This course will provide an introduction to European master drawings, from the Italian and German Renaissance to the present day, primarily through the study of actual works in the distinguished collection of the Clark Art Institute. We will begin with the materials, technique and function of drawing in the artist's working process. Then we will discuss how these informal working sketches became desirable to collectors, a subject of critical study, and eventually a key factor in the practice of connoisseurship, a fundamental discipline in traditional art history. We will also consider finished drawings produced for exhibition and sale, the effect of the invention of photography in the nineteenth century, and the changing role of drawing through the late nineteenth and twentieth centuries. Above all, we will consider the nature of style in drawing and in the finished paintings or objects created through it in relation to the personality of the individual artist and his development.

The course, depending on enrollment and other factors, will include field trips to Cambridge, to spend a day in the drawings study of the Fogg Art Museum at Harvard, and to New York, to view the January exhibitions of drawings at major auction houses and dealers.

Evaluation will be based on classroom performance and a 10- to 15-page research paper, or (subject to approval by the instructor) a substantial artistic project.

No prerequisites. *Enrollment limit: 15. Preference given to advanced Art majors.*

Meeting time: afternoons; 6 two-hour sessions at the Clark after an introductory classroom meeting, with one or two extra meetings for discussion and research preparation, as needed. There will be two full-day field trips.

Costs to student: \$60 in textbooks; approximately \$30-40 expenses for the field trips.

MICHAEL MILLER (Instructor)  
M. LEWIS (Sponsor)

Michael Miller has worked in the field of drawings as a curator at the Cleveland Museum of Art, an independent dealer, and a teacher at Oberlin College and New York University. He holds a Ph.D. in Classics and an M.A. in Fine Arts from Harvard University and combines his interests in language, literature and art in his research and teaching. He has published articles on Pintoricchio, Raphael, Peruzzi, and Michelangelo, and others, as well as numerous reviews and contributions to exhibition catalogues. He is also active as a fine art photographer.

### **ARTH 013 Images of War**

This course will explore the uses and meanings of images of war. By considering photography, painting, prints and performance art, we will ask questions about how images disseminated to the public have been used to justify and promote war and how they have been harnessed to protest it. When do depictions of war arouse sympathy and when might they deaden it? Relying on Susan Sontag's recent work, *Regarding the Pain of Others*, as the primary text for the class, we will concentrate on war imagery of the recent past, including The Spanish Civil War, WWII, Vietnam, Rwanda, Bosnia and Iraq. Evaluation will be based on class participation, twice weekly listserver submission that respond to course readings, and an oral presentation.

No prerequisites. *Enrollment limit: 14.*

Meeting time: afternoons; 2 three hour sessions per week.

Cost to student: approximately \$100 for readings.

E. GRUDIN

### **ARTH 014 Fictionalizing the Artist: Genius and Gender in Films about Artists (Same as Women's and Gender Studies 014)**

Films based on artists' lives have done a great deal to shape our impressions of the creative individual. This course will explore this issue, studying films about artists from the Renaissance to the modern period including Michelangelo, Vincent Van Gogh, Camille Claudel, Frida Kahlo, and Jackson Pollock. We will focus on the construction, in these films, of a notion of artistic genius, paying particular attention to the role played by gender. Our discussions will be based on the films themselves as well as comparative material-biographical and art historical readings on the various artists.

Evaluation will be based on class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 12.*

Meeting time: afternoons; 2 three hour sessions per week. Some film viewing will be required outside class hours.

Cost to student: approximately \$40 for books and copied materials.

SOLUM

### **ARTH 015 Materials of the Artist: Uncovering Fakes and Forgeries (Same as Chemistry 015 and ArtS 015)**

(See under Chemistry for full description.)

### **ARTH 016 Exploring Regional Museums: Nuts and Bolts and Behind the Scene Tours**

This course will introduce the holdings and operation of selected regional museums through weekly museum excursions. All aspects of museums will be discussed, though an emphasis will be on investi-

### *Winter Study Program*

gating the preservation of museum objects, as well as how museums operate. The class will begin with an introduction to museum work and a tour of the Williams College Museum of Art. The class will continue with twice-weekly museum excursions, short lectures and at least one tour of an art conservation laboratory. Tours will include behind-the-scenes views and meetings with key personnel, as well as time looking at the exhibitions. The class will visit MASS MoCA, the Chapin Library, the Tang Teaching Museum and Art Gallery, the Clark Art Institute, the Norman Rockwell Museum, the Albany Institute of History and Art, and others. The class will also travel to Boston or New York, (the museum selected will depend on the current exhibition schedule). Evaluation will be based on participation in all museum visits and lectures and one researched presentation or 10-page paper.

No prerequisites. *Enrollment limited to 10.*

Cost to Student: \$125-150, for books, handouts, costs associated with admission to Museums, and possibly one overnight field trip. The cost and schedule of the museum visits will be available during enrollment and at the first class.

LORI K. VAN HANDEL (Instructor)  
LEWIS (Sponsor)

Lori van Handel is a conservation specialist who directs Heritage Conservation Services, a local conservation firm. From 1994 to 2000 she was Associate Conservator at the Williamstown Arts Conservation Center.

(See under Special for full description.)

#### **ARTS 023 The Art and History of Knitting (Same as Mathematics 016 and History 023)**

(See under Mathematics for full description.)

#### **ARTH 025 Oriental Rugs: Art and Commerce (Same as Economics 025)**

(See under Economics for full description.)

#### **ARTH 026 Contemporary Art in Los Angeles**

This course offers a unique opportunity to experience and study an expansive selection of contemporary art in Los Angeles. Once considered an eclectic artworld outpost, in recent decades Los Angeles has emerged as one of the most significant and vibrant global cities for the production and exhibition of contemporary art. During the 10-day travel component of the course, we will visit a range of museums, galleries, and alternative artist-run spaces in L.A. Specific museums we will attend include: the Getty, Los Angeles County Museum of Art, Museum of Contemporary Art, Museum of Jurassic Technology, Pasadena Museum of California Art, and the Santa Monica Museum of Art. We will also view art in a variety of galleries including those in Chinatown, at Bergamont Station in Santa Monica, and LACE (Los Angeles Contemporary Exhibitions) on world-famous Hollywood Boulevard. In addition to viewing art prepared for public exhibition, we will have the opportunity to see art "in process" by visiting some of the region's influential art schools and participate in several studio visits with well-known artists living in Los Angeles, many in the Downtown and Silverlake neighborhoods. Since, the city is known as "the mural capital of the world," we will also consider the rich history of public arts in Los Angeles.

An important aspect of this course will involve exploring the history of the built environment in Los Angeles and examining the interaction between the diverse physical and social spaces of the city and the production of visual culture. We will tour downtown Los Angeles with a community historian, tour the historical Broadway Theater District with a film historian, and visit the nation's largest barrio, East L.A., with an urban planner and historian. Although much of our time in Los Angeles will involve organized field trips, there will also be time for independent exploration.

Before our departure, we will engage in an intensive study focused on the history of contemporary art in Los Angeles. We will also examine the region's cultural geography through historical and theoretical readings that consider the issues of urban development, immigration, cultural diversity, and globalization.

Interested students must consult the instructor before registration. There will be a mandatory orientation session held during the fall semester.

Evaluation will be based on class participation, an on-site gallery talk, and a 10-page paper at the conclusion of the course.

*Enrollment limit: 12. Preference will be given to students with course work in Art Studio, Art History, American Studies, and/or Environmental Studies.*

Cost to student: \$1750, includes airfare, lodging, museum entrance fees, and organized transportation for many of our day trips in Los Angeles. Students will be responsible for most meals and other incidentals.

CHAVOYA

#### **ARTH 031 Senior Thesis**

To be taken by students registered for ArtH 493, 494.

#### **ARTH 033 Honors Independent Study**

To be taken by candidates for honors by the independent study route.



## ART STUDIO

### **ARTS 011 Refiguring the Body**

This course is a studio seminar exploring various approaches to and uses of the body. Students will investigate and interrogate issues of nude/naked, subject/object, self/other, and a variety of themes, such as gender/sex/sexuality, death, and power, as they relate to representing the body. Drawing and collage techniques will be used in relationship to twentieth century and contemporary developments, attitudes and styles.

Requirements: model sessions in the studio, critique, slide discussions. Evaluation will be based on participation in discussion sections, effort, attendance, the quality of work produced, and the final exhibition of work.

Prerequisites: any 100-level Art History or Art Studio course. *Enrollment limit: 16. Open to all, with preference given to Art majors.*

Meeting time: afternoons; six hours of instruction and model sessions.

Cost to student: \$75 for materials.

KARIN STACK (Instructor)  
TAKENAGA (Sponsor)

Karin Stack is an artist who works with prints, drawings, and photographs. She earned her B.A. from Wesleyan and her M.F.A. from Colorado State University. She taught at Amherst College for three years.

### **ARTS 012 Japanese Traditional Art: Kusaki-Zome and Weaving (Same as Japanese 012)**

(See under Asian Studies—Japanese for full description.)

### **ARTS 013 Abstracting and Translating: Sculpture to Drawing**

Can the constructed object or installation serve as model, structure or source for drawing? This course will explore the relationship between the sculpted object or installation and the drawing. By abstracting from nature with non-traditional materials, students will develop a three dimensional vocabulary of patterns, networks, or volumetric forms (less than 2x2x2') that can be used as foundation for two-dimensional works. The first part of the course will be an introduction to building sculptures using simple means of attachment, such as hot glue, tape and wire. Students will do research outside of class to find source material for the three dimensional works (living organisms, books, the internet). The final project "drawings" may refer to, originate from and/or incorporate sculptural elements, but are not limited to these interpretations. There will be a mandatory class trip to Mass MoCA.

Evaluation will be based on regular attendance and class participation. Requirements: several small assignments, a daily journal/sketchbook, and a final project for an open studio or exhibition.

No prerequisites. *Enrollment limit: 12. Preference given to Art majors.*

Meeting time: afternoons; 3 times per week. Students will also be expected to work during open studio hours.

Cost to student: \$75-\$100.

KRISTINE TAYLOR '01 (Instructor)  
TAKENAGA (Sponsor)

Kristine Taylor is a painter/sculptor who works in North Adams, MA and received the Hutchinson Memorial Fellowship in Art after graduating from Williams College in 2001.

### **ARTS 014 Figure Drawing**

In this course students will develop representational, technical, and expressive skills through studies in drawing from live models. We will inform our practice in drawing through the study of accomplished figure drawings from the history of western art. Creating your own studies "in the manner of" such drawings, you will learn to develop methods suitable for varied approaches to the human figure. In addition to working directly from the model during class meetings, you will also be expected to develop drawings outside of class times, including anatomical studies, self portraiture, and working up figure sketches into more elaborate compositions. In addition to studio work we will allow some time for brief slide lectures and for critique.

Evaluation will be based on the level of achievement in her/his drawings, attendance, participation, and effort. Satisfactory performance in the course will require a commitment of at least 6 hours per week in addition to class meetings.

Prerequisites: ArtS 100. *Enrollment limit: 15.*

Meeting time: mornings; six hours each week.

Cost to student: approximately \$75 for materials and model fees.

LEVIN

### **ARTS 015 Materials of the Artist: Uncovering Fakes and Forgeries (Same as Chemistry 015 and Arth 015)**

(See under Chemistry for full description.)

### **ARTS 016 Collage**

The term collage is from the French verb coller, meaning "to glue." Throughout art, film and literature of the twentieth century we regard the process of making collage an aggregate of ideas, materials and textures; a work composed of both borrowed and primary material. The assembled information pro-

### *Winter Study Program*

duces a montage that permits meaning to slip the metaphoric conventions of a unified surface and linear logic. This studio examines several stations in which collage creates patterns that address social, political, and psychological conditions.

Prerequisites: Drawing I.

Meeting time: nine hours in class plus outside studio assignments.

Cost to student: \$80 lab fee plus individual purchases of additional studio supplies.

EPPING

### **ARTS 017 Contemporary Mexican Women Film-Makers (Same as English 035, Spanish 012 and Women's and Gender Studies 012)**

(See under Romance Languages—Spanish for full description.)

### **ARTS 018 Dreams, Art, and the Personal Narrative**

This class is a laboratory in which one's artistic identity (style, process, technique, inspiration, and visual language) will be supplemented by the practice and tracking of dreams. How can we use the unconscious to access a deeper, poetic site of creativity? The class will be based on a mixture of art practices and dreaming techniques; creative field studies and studio assignments, group dreamwork, and critique will be grounded in lectures in the science and theory of dreams and slide presentations. How have dreams inspired artists such as Remedios Varo, Max Ernst, Matta, Maya Deren, Bill Viola, and Federico Garcia Lorca? We will also look at the role dreams play in the art of non-western cultures such as Islam, India, indigenous America, and Aboriginal Australia. How do dreams question our sense of self, our relationship to time, and ways we construct meaning from non-linear fragments of information? What are persistent themes that arise in both our art and dreams? A final group exhibition will document our findings. The use of and exploration in any artistic media is encouraged. Students are responsible for their own materials.

Evaluation will be based on willingness to try new techniques, participation in group discussions and activities, keeping a dream journal, and successful completion of studio assignments and readings.

Prerequisite: while not required, it is recommended that students have Drawing I or Drawing II. *Enrollment limit: 10.*

Meeting time: mornings; 3 two hour sessions per week, and one evening for two hours.

Cost to student: \$50 for materials.

JENNIFER BRAMAN '95 (Instructor)

EPPING (Sponsor)

Jennifer Braman '95 is an artist based in the San Francisco Bay Area. Her drawings, sound installations, and performance work investigate the creative language of the unconscious. She received her MFA degree as well as a certificate in Dream Studies from John F. Kennedy University. She currently works as the program advisor for the University's Department of Arts and Consciousness.

### **ARTS 019 Meet the Right Side of Your Brain: Drawing as a Learnable Skill (Same as Physics 012)**

(See under Physics for full description.)

### **ARTS 020 Pinhole Photography**

Anyone who has been involved in traditional photography has at one point or another been fascinated by the mysteries of pinhole photographs. This course will introduce the students to methods of making pinhole cameras and making images from these cameras. It is also a darkroom course. Students will learn how to process their film and print from both paper and film negatives. The student will be required to make two different types of cameras and be required to present a portfolio of 15 to 20 successful pinhole images. There will be specific shooting assignments that will teach them to recognize the special and very specific characteristics of a pinhole image.

Evaluation will be based on final portfolio.

No prerequisites. *Enrollment limit: 10.*

Cost to student: \$150 for lab fee.

ANTHONY SALAZAR (Instructor)

LALEIAN (Sponsor)

Anthony Salazar received his MFA from Hunter College in 1998. He taught photography at Hamilton College in Clinton, New York in the fall 2000. Anthony is currently a practicing photographer and the Photography Technician in the Art Department at Williams College.

### **ARTS 033 Honors Independent Project**

Independent study to be taken by candidates for honors in Art Studio.

## **ASIAN STUDIES**

### **ASST 031 Senior Thesis**

To be taken by all students who are candidates for honors in Asian Studies.

## CHINESE

### CHIN S.P. Sustaining Program for Chinese 101-102

Students registered for Chinese 101-102 are required to attend and pass the Chinese Sustaining Program.

Requirements: regular attendance and active class participation.

Prerequisites: Chinese 101.

Meeting time: mornings; Mondays, Tuesdays, Thursdays 9-9:50 a.m.

Cost to student: one Xerox packet.

LANGUAGE FELLOW

### CHIN 011 Business Chinese: It is More Than Just a Chinese Business

This course is NOT an advanced-level Chinese language course. Rather, it is designed to provide fundamental training in Chinese language to people who are interested in doing business with China in the future. In this course, we will learn the proper pronunciation of Mandarin Chinese, the official language in China and Taiwan. You will also gain basic understanding of the Chinese syntax and writing system, which can also be the basis for future language learning when necessary. In addition, a wide range of knowledge necessary for effective cross-cultural communication in the business context, such as social etiquette, business practices, and interpretation of verbal and non-verbal statements will be covered. Local merchants with extensive experience in conducting business with Chinese communities will be invited as guest speakers to share their insights with the class.

Evaluation will be based on class preparation, tests, and the completion of assignments.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings; 3 two-hour sessions per week.

Cost to student: the cost of one Xerox packet.

C. CHANG

### CHIN 012 Chinese Painting and Culture

This course provides a wonderful opportunity to explore Chinese art by fostering appreciation and understanding of the aesthetics of Chinese painting. Students will gain a broad knowledge of Chinese art as well as the basic skills to facilitate further practice. More specifically, students will learn how to use gradations of black ink, one of the major techniques in Chinese painting, on rice paper. Students will also learn how to draw the "four gentlemen" series, which stands for the four seasons of the year: plum blossom, mountain orchid, bamboo, and chrysanthemum. Techniques used in Chinese landscape painting, such as drawing of mountains, trees, and water, will also be covered.

In addition to the techniques of Chinese painting, students will also be introduced to elements that are integral parts of Chinese painting, such as calligraphy, seal, and unique methods of mounting. This is a course of exploratory nature and requires no previous background in art.

Evaluation will be based on class participation and the final presentation of work.

No prerequisites. *Enrollment limit: 12.*

Meeting time: afternoons; 2 three-hour sessions per week.

Cost to student: \$30 for materials.

YINGLEI ZHANG (Instructor)

C. CHANG (Sponsor)

Yinglei Zhang is a Chinese artist and teacher. She has a B.A. in Chinese language and literature, an advanced certificate in Chinese classical literature, and a M.A. in Art Education. She has taught Chinese at Green Mountain College in Poultney, VT. She has also been teaching Chinese Painting and Calligraphy and The Art of Chinese Tea at Frog Hollow, Middlebury College, Saint Michael's College, and many other institutions near Middlebury, VT, where she currently resides.

### CHIN 013 Chinese Cinema: Transculturation and Modernity

This course is designed to explore visual forms of cultural creativity with an eye on transculturation and modernity through the genre of Chinese Cinema. Selected films are viewed outside of class. Topics may range from love and romance, saga and human tragedy, cult, warriors and martial arts, melodrama and allegory of life. In class, students are required to participate in and to lead panel discussions in the forum. Discussions involve cinematic motifs, symbolism in filmic narration, directorial control and expression, and evidence of transculturation from solo Chinese shadow plays to contemporary mass productions driven by today's transnational market capitalism.

Evaluation will be based on two 5- to 6-page papers (film critiques) and active participation in and leading of small-group film review and in-class panel discussions each meeting.

Meeting time: panel discussions, 1-3 p.m. Tuesdays and Thursdays; film review and small group meetings, 1-3 p.m. Mondays and Wednesdays.

Cost to student: \$30 for course reading packet.

DOMIZIO

### CHIN 031 Senior Thesis

To be taken by all students who are candidates for honors in Chinese.

## Winter Study Program

### JAPANESE

#### **JAPN S.P. Sustaining Program for Japanese 101-102**

Students registered for Japanese 101-102 are required to attend and pass the Japanese Sustaining Program.

Requirements: regular attendance and active class participation.

Prerequisites: Japanese 101.

Meeting time: mornings; Mondays, Tuesdays, Thursdays 9-9:50a.m.

Cost to student: one Xerox packet.

LANGUAGE FELLOW

#### **JAPN 011 Theatre of the Body: A Transcultural Model for Physical Theatre Performance (Same as Theatre 011)**

This course is designed for anyone that wishes to increase their performative skills by engaging in exercises adapted from contemporary and traditional Japanese arts. The course draws from *butoh*, *noh*, and *aikido* to propose a training model for physical theatre performance. Performance training may have profound value for people pursuing disciplines both within and outside of the performing arts.

The goals of this course are sweeping in their scope: 1) increased power, presence, and flexibility; 2) increased integration of breath and movement; 3) increased kinesthetic sense, including postural and structural awareness in movement; 4) increased 'performative fluency' or the capacity to embody an idea in performance. The method will be intensive studio instruction in specific *kata* (or 'roadmaps' for movement), limb and joint mobilizations, and tightly structured improvisations.

This will be a highly physical class, consisting of exercises that move through the space, and those that require direct physical interaction among students and between instructor and student. The students are encouraged to maintain optimum health during the term of this course and to arrive to each class on time, fed, rested, and otherwise prepared to enter into a prolonged period of physical and mental engagement. Each class will be structured to account for the students' physiological progression from hour to hour (i.e., we will not attempt to stretch cold muscles or begin with activities that are highly aerobic, but rather will follow a sequence that accounts for the participants' evolving body state). Loose, comfortable and layered (to account for climate) clothing is a must. We will work mostly in bare feet.

Evaluation will be based on their daily commitment to in-class activities, and the quality and timely completion of outside assignments. Assignments will include reading materials addressing core issues from a variety of viewpoints; written summaries of one or more of those selections; regular journal writing; and a short in-class presentation.

No prerequisites. *Enrollment limit: 15. No prior performance training necessary, however students should come to class prepared to enter into an extended period of mental and physical engagement.*

Meeting time: mornings and afternoons; Monday through Thursday 10a.m.-1p.m. (10-12 hours per week).

Cost to student: approximately \$40 for materials and course packet.

TOM O'CONNOR (Instructor)

KAGAYA (Sponsor)

Tom O'Connor has been an actor and movement artist for twenty years. Currently, as a visiting researcher with the National Institute of Multimedia Education in Chiba, Japan, he is studying training methods in contemporary and traditional Japanese arts.

#### **JAPN 012 Japanese Traditional Art: Kusaki-Zome and Weaving (Same as ArtS 012)**

In this class, students will learn traditional Japanese dyeing techniques using dyes from plants. After dyeing the threads, students will make two tapestries. Each student's first project will be to make a tapestry using a cardboard loom. Their second project will be to make a wall tapestry using the "tie-dye" technique. Both tapestries will be designed by the student. This class requires no previous artistic training. The technical exercises in this class will be done through several projects under the supervision of the instructor.

Grading will be based on the completion of three projects with a journal describing each one. Students will participate in an exhibition at the end of the class where their work will be displayed.

No prerequisites. *Enrollment limit: 15 per section. Two sections.*

Meeting time: morning section, 10a.m.-noon, Monday, Wednesday and Thursday—afternoon section, 1:30-3:30p.m., Monday, Wednesday and Thursday.

Cost to student: \$40 lab fee.

KYOKO KABASAWA (Instructor)

YAMADA (Sponsor)

Kyoko Kabasawa, a Japanese textile and dyeing artist, teaches at Asai Gakuen University in Hokkaido. In addition to a number of prizes awarded in Japan, she won an originality award in Hawaii's Hand weavers' Hui 45th Anniversary Biennial Exhibition in 1998, temari award in Hawaii's Hand weavers' Hui 46th Biennial Exhibition in 2000.

#### **JAPN 031 Senior Thesis**

To be taken by all students who are candidates for honors in Japanese.

## ASTRONOMY

### **ASTR 011 Image Processing in Science and Medicine**

Images have long been fundamental in the sciences such as astronomy. With the discovery of x-rays this became true in medicine as well. Digital imaging has become a staple throughout our society but the nature and processing of a scientific image differs from that of an image obtained for artistic or commercial purposes. This course will cover the principles and practice of image processing as applied to the sciences and medicine, particularly to astronomy and to magnetic resonance imaging (MRI). We will discuss how images are acquired, including transformations from raw data to meaningful images. We will cover images, their generalization to dimensions other than two, and many fundamental operations that may be applied to enhance features or extract particular kinds of information. Students will obtain their own images using one or more of the following: an MRI scanner, an astronomical telescope, or an electron microscope. Students will learn to use one or more image processing software packages, and will have the opportunity to create their own software. Evaluation will be based on attendance, weekly assignments, and a final project which will be presented both in written form and as an oral presentation at a simulated scientific conference. Prerequisites: Mathematics 105 or 106, or equivalent. *Enrollment limit: 10. Preference given to students with experience in a programming language.*

Meeting time: mornings; 3 two-hour sessions per week. Other times include a field trip to a medical MRI facility (9a.m.-5p.m.), a night of observing on the Hopkins Observatory 24" telescope (7p.m.-10p.m.), and a visit to the electron microscope on campus. Cost to student: approximately \$90 for books and shareware fees.

STEVEN SOUZA (Instructor)  
KWITTER (Sponsor)

Steven Souza earned his Ph.D. in astronomy from the State University of New York at Stony Brook in 1979, and is currently Observatory Supervisor and Instructor in Astronomy at Williams College. He spent 13 years at GE Global Research in Niskayuna, NY, where he did research in MRI for medical applications.

### **ASTR 031 Senior Research**

To be taken by students registered for Astronomy 493, 494.

## ASTROPHYSICS

### **ASPH 031 Senior Research**

To be taken by students registered for Astrophysics 493, 494.

## BIOLOGY

### **BIOL 010 Electron Microscopy**

Students will undertake an independent project to investigate a topic of their choice using the transmission and scanning electron microscopes. They will do their own sample preparation, operate the two electron microscopes, and take micrographs of relevant structures. Class time will give a brief overview of the theory and operation of the microscopes and microtomes. In addition, students will learn how to develop and print their film from the TEM, and learn how to manipulate the digital images from the SEM in Adobe Photoshop. (Do you want your erythrocytes red or blue?) The lab is scheduled to receive a new SEM this summer that will allow observation of wet samples as well as conventional dried samples, and will extend the limits of research potential for the scope. Requirements: brief reading assignments, a guest speaker, and a 10-page paper with 8 well focused micrographs.

No prerequisites. *Enrollment limit: 8. No preference given.*

Meeting time: afternoons; 3 two-hour sessions per week, plus scope time.

Cost to student: \$40 for text and readings.

NANCY PIATCZYK (Instructor)  
H. WILLIAMS (Sponsor)

Nancy Piatczyk received her B.S. in Biology from Tufts University. She attended the school of Electron Microscopy in Albany, NY. She is a trained electron microscopist who operates and maintains the electron microscope facility at Williams.

### **BIOL 011 Envisioning a Sustainable Future (Same as Environmental Studies 011)**

If humanity is to survive the next century, a massive movement towards ecological sustainability must occur. What is a sustainable lifestyle like? Will we have to sacrifice? How do we get there from here? In this course, we will first look at key technologies and resource management issues required for (and also driving!) the movement towards sustainability, including energy, water and agricultural practices. By considering the ramifications of these issues, it will be possible to envision in some detail what a sustainable lifestyle must be like. We will then consider how the mindset and practices of the developed world must evolve to allow the sustainability movement to truly take hold. Students will read several short background papers before each class.

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Requirements: reading of several short background papers before class, a 10-page paper or equivalent project on a topic of their choice, and, in the last week of Winter Study present a 15-minute summary of this independent research.

No prerequisites. *Enrollment limit: 16. Preference will be given to Environmental Studies concentrators.*

Meeting time: mornings; Monday, Wednesday, Thursday 10 a.m.-12 p.m., and Tuesdays should be held open for field trips beginning at 10 a.m.; return times will vary and may be as late as 4 p.m.

Cost to student: \$15 for purchasing a packet of photocopies papers, and may need to subsidize field trip costs.

SILVIO EBERHARDT (Instructor)  
H. WILLIAMS (Sponsor)

Silvio Eberhardt holds B.S. degrees in Electrical Engineering and Biology from Lehigh University where he also pursued a minor in "Humanities perspectives in Technology") and a Ph.D. degree from The Johns Hopkins University. For the past 10 years he has taught computer engineering at Swarthmore College and Villanova University. During that time, he has avidly researched sustainable technologies for renewable energy systems, home construction (he participated in building a straw-bale/cob medical clinic near Ontario last summer), and food production (he has been running indoor hydroponic systems for the last 3 years). He plans to dedicate the rest of his career to sustainability.

#### **BIOL 012 Overcoming Cultural Barriers to Healthcare in the U.S.**

Does everyone in the United States have equal access to healthcare? Many cultural and socioeconomic barriers can interfere with effective care. This course is designed to expose the student to a variety of situations in which healthcare delivery is difficult. Relying on brief readings, guest speakers and experiential field trips, students will explore the problems and potential solutions specific to some cultures and conditions within American society, including poverty, migrant workers and Native Americans, GBLT, and others.

Evaluation will be based on class participation and the completion a project to be presented at a poster session at the end of the course. Access to transportation would be helpful but is not required.

No prerequisites, but previous experience in any aspect of healthcare is encouraged. *Enrollment limit: 14. Preference given to upperclassmen.*

Meeting time: Wednesday EVENINGS, as well as weekly field trips scheduled on Wednesdays and Fridays.

Cost to student: \$30 for reading materials.

BARBARA ROSENTHAL, M.D. (Instructor)  
H. WILLIAMS (Sponsor)

Dr. Rosenthal is a clinical instructor at UVM College of Medicine in Burlington. She received her undergraduate degree from Cornell and her MD degree from Upstate Medical Center in Syracuse. She is Board Certified in Family Practice and is licensed in Vermont, New York, Wisconsin, and Maine.

#### **BIOL 013 Life as an Algorithm (Same as Computer Science 013)**

(See under Computer Science for full description.)

#### **BIOL 014 Orchids! (Same as Environmental Studies 014)**

This course explores the world of orchids. First we will consider the aesthetics of orchids and how this fueled both the exploration for new species in the nineteenth century and the production of modern hybrids. Next we will study the biology of orchids particularly the structural and physiological adaptations that have permitted these plants to inhabit sites as diverse as the treetops of tropical forests and the frozen meadows of New England. The complex relationship between flower structure and the behavior of pollinators is of special interest. The fascinating world of the orchid hybridizer will be examined. How is it possible to combine four genera to make one plant? The commercialization of orchids led to the destruction of many natural populations. Is it possible to protect and possibly reestablish endangered species through the cultivation and propagation of orchids from seed? Orchid hybridization and the discovery of methods for the tissue culture of rare plants have revolutionized the commercial availability of orchids. Globalization has affected the orchid industry. We will discuss these recent trends and what it means for those hoping for a career with orchids.

Students will be given the opportunity to examine living plants and flowers of various orchid genera. We will demonstrate the techniques for growing the plants in the greenhouse and within the home. Mature specimens will be repotted and students will deflask seedlings and set up community pots. Two field trips are planned, one to Mountain Orchid of Ludlow, VT, a leader in growing cloud forest species, and the second to Conway Orchids of Conway, MA, a grower of championship Cattleya hybrids.

Students will be required to write a 10-page paper or develop an equivalent oral presentation to the class on the orchid topic of his/her choice, and production of a poster. The poster will be displayed at an orchid show we will present on the last day of Winter Study (students will be required to be present for the show and to help set it up).

## Winter Study Program

No prerequisites. *Enrollment limit: 14.*

Meeting time: mornings; Tuesday, Wednesday, Thursday 10 a.m.-noon; two field trips will be TBA.  
Cost to student: approximately \$50, which includes field trips and textbook.

C.J. GILLIG (Instructor)  
H. WILLIAMS (Sponsor)

C.J. Gillig, Technical Assistant in the Department of Psychology at Williams College, received his B.A. in Biology from St. Mary's University of San Antonio, Texas and his Ph.D. in Zoology from UMass, Amherst. Although he now works in the Department of Psychology he has remained interested in biology and specializes in orchids. He has a mixed collection representing numerous genera. He is a member of the American Orchid Society and the Amherst Orchid Society.

### **BIOL 016 Molecular Medicine, from Bench to Bedside (Same as Chemistry 013)**

(See under Chemistry for full description.)

### **BIOL 017 The New England Forest (Same as Environmental Studies 017)**

(See under Environmental Studies for full description.)

### **BIOL 018 The Mind of a Poet: The Psycho-Biological Bases of Creativity (Same as Neuroscience 018 and Psychology 019)**

Recent advances in Neuroscience, Artificial Intelligence, Psychology and Behavioral Ecology have allowed us a glimpse onto the bases of the creative process which supplements prior anecdotal and biographical accounts from scientists and artists. This course will provide a survey of the field with special emphasis on the commonalities between creativity in art and science. We will explore the mechanisms underlying this seemingly unique human characteristic by taking a look at creativity by artists, scientists and individuals with specific psychopathologies such as manic depression, as well as by other types of "minds" from animals to machines.

Requirements: active participation, readings, attendance, and a 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings.

Cost to student: none.

LUIS F. SCHETTINO (Instructor)  
H. WILLIAMS (Sponsor)

Luis F. Schettino received his B.S. in biology from the Autonomous Metropolitan University in Mexico City, his M.S. in psychology from Rutgers-New Brunswick and Ph.D. in neuroscience from Rutgers-Newark. Besides his interest in cognition and creativity, he has also published two books of poetry translations into Spanish.

### **BIOL 019 Picturing Our Past (Same as Special 018, Environmental Studies 018, and INTR 019)**

(See under Special for full description.)

### **BIOL 020 The Green Revolution (Same as Economics 027 and Environmental Studies 027)**

(See under Economics for full description.)

### **BIOL 022 Introduction to Biological Research**

An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

Prerequisites: Biology 101. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: none.

THE DEPARTMENT

### **BIOL 025 History and Philosophy of Biology: The Galapagos Islands (Same as Philosophy 025)**

(See under Philosophy for full description.)

### **BIOL 031 Senior Thesis**

To be taken by students registered for Biology 493, 494.

## CHEMISTRY

### **CHEM 011 Science for Kids (Same as Special 011)**

Are you interested in teaching? Do you enjoy working with kids? Do you like to experiment with new things? Here is a chance for you to do all three! The aim of this Winter Study Project is to design a series of hands-on science workshops for elementary school children and their parents. Working in teams of 2-4, students spend the first two and a half weeks of Winter Study planning the workshops. This involves deciding on a focus for each workshop (based on the interests of the students involved) followed by choosing and designing experiments and presentations that will be suitable for fourth-grade children. On the third

### Winter Study Program

weekend of Winter Study (January 24, 25) we bring elementary school kids with their parents to Williams to participate in the workshops. You get a chance to see what goes into planning classroom demonstrations as well as a sense of what it's like to actually give a presentation. You find that kids at this age are great fun to work with because they are interested in just about everything and their enthusiasm is infectious. You also give the kids and their parents a chance to actually do some fun hands-on science experiments that they may not have seen before, and you are able to explain simple scientific concepts to them in a manner that won't be intimidating. It is a rewarding experience for all involved.

Evaluation will be based on participation in planning and running the workshops. Each group is expected to prepare a handout with descriptions of the experiments for the kids, parents, and teachers.

No prerequisites. *Enrollment limit: 25. You need not be a science major; all that is needed is enthusiasm.*

Meeting time: mornings; 3 three-hour sessions per week. The workshop is run on the third weekend of Winter Study (January 24, 25) and attendance from 9a.m. to 3p.m. is mandatory that weekend. There are also one or two brief meetings held in the fall term for preliminary planning.

Cost to student: none.

BINGEMANN and SCHOFIELD

#### **CHEM 012 Learning and Teaching Chemistry in Spanish (Same as Spanish 014)**

This course is designed for to students interested in taking courses in chemistry or physical sciences in a Spanish speaking country. Also, it targets students interested in teaching science in high school with predominant Hispanic population. Depending on language fluency, the class is divided into sub-groups, and topics in chemistry are assigned. After the first week, each group is responsible for short presentations and short reports. During the last week, each group discusses a complete chemistry unit. This course uses the Spanish translation of "Chemistry" by Professor Raymond Chang and readings from Scientific American. The course emphasizes on class planning, preparation and presentation as well as the use of multimedia.

Evaluation will be based on class participation, presentations and a final 10-page paper.

Prerequisites: at least intermediate Spanish fluency is required; any science background will be helpful but not required. *Enrollment limit: 16.*

Meeting time: afternoons; 3 two-hour sessions per week.

Cost to student: \$100 for textbook and copied materials.

PEACOCK-LÓPEZ

#### **CHEM 013 Molecular Medicine, from Bench to Bedside (Same as Biology 016)**

This course offers a novel opportunity for advanced undergraduates (intent upon graduate study in molecular biology or medicine) to engage thought leaders involved in the development of target-specific monoclonal antibodies and clinicians utilizing anticytokine therapies in the treatment of immune-mediated disease. Classroom review of new developments in molecular medicine is followed by visits to corporations involved in the design/manufacture of biologics (Biogen, Amgen, Abbott and Centocor have been contacted). Opportunities for clinical observation (outpatient infusion therapy for inflammatory polyarthritis) will be available in the offices of Berkshire Rheumatology Associates.

Evaluation is based upon participation in didactic, clinical and industry sessions, in addition to the preparation of a research paper which emphasizes the regulatory and investigative efforts involved in bringing molecular therapeutics from bench to bedside.

Prerequisites: Biochemistry (cellular biology and molecular immunology are recommended, but not required). *Enrollment limit: 10.*

Meeting time: afternoons; 2 two-hour didactic sessions per week; half-day clinical sessions will be arranged for students interested in office-based infusion, with opportunities to engage patients in discussion of rheumatologic disease. A minimum of two full-day roadtrips, featuring discussion with scientific directors and members of the research teams of prominent biopharmaceutical companies, are required of course participants.

Cost to student: \$50 for reading materials.

JONATHAN D. KRANT, M.D. (Instructor)  
PEACOCK-LÓPEZ (Sponsor)

Jonathan Krant is an Assistant Professor of Medicine at the University of Massachusetts, and runs the teaching program in rheumatology at Berkshire Medical Center. He is a board-certified rheumatologist, and performed post-graduate residency and fellowship training at Yale, Dartmouth and UCSF. Dr. Krant lives on a farm in South Williamstown.

#### **CHEM 014 Emergency Medical Technician—Basic**

A course designed to prepare students for the Massachusetts EMT exam and to provide training to become certified as an Emergency Medical Technician. The course teaches the new national standard curriculum which makes reciprocity with many other states possible. This is a time-intensive course involving approximately 130 hours of class time plus optional emergency room observation and ambulance work. Students will learn, among other skills, basic life support techniques, patient assessment techniques, defibrillation, how to use an epi-pen, safe transportation and immobilization skills, as well as the treatment of various medical emergencies including shock, bleeding, soft-tissue injuries, and child birth. In order to reduce the number of class meetings required during Winter Study Period, the course will hold a few meetings beginning in the fall semester. These class meetings,



### Winter Study Program

which are mandatory, with the following schedule: 1 November (orientation), 2 November, 15 November, 16 November, and 30 November.

Evaluation will be based on class participation and performance on class exams, quizzes and practical exercises.

Prerequisites: it is recommended that students have American Heart Association Level C BLS Provider CPR Cards or American Red Cross BLS provider CPR cards before entering the EMT Class. A CPR class will be offered in October for those students wishing to take the EMT class who don't already have CPR cards. *Enrollment limit: 24.*

Meeting time: mornings and afternoons; schedule TBA in October.

Cost to student: \$350/student plus approximately \$75 for textbook.

KEVIN GARVEY (Instructor)  
L. PARK (Sponsor)

Kevin Garvey is a Massachusetts state and nationally approved EMT-I (Intermediate) and an EMT-IC (Instructor/Coordinator). He had been involved with Emergency Medical Services for 15-20 years. Mr. Garvey currently works for Baystate Health Systems as an RN (registered nurse) and EMT-I and also works as an EMT-I for Village Ambulance in Williamstown. Mr. Garvey is also an EMT training instructor at Greenfield Community College.

### **CHEM 015 Materials of the Artist: Uncovering Fakes and Forgeries (Same as ArtH 015 and ArtS 015)**

Many artists' materials (in the form of support, pigments, coatings, and binding media) existed in very specific times throughout history. Knowing this, we can create a timeline and begin to date art objects by examining their material and how each object was manufactured. In this class, we choose an object of questionable authenticity and immerse ourselves in it. For example, a painting of questionable authenticity will have the pigments analyzed, the media analyzed, an x-ray will be taken, showing the paint strokes and method of application. In some cases, a technique called an infrared reflectography will be utilized to view the underdrawing—the artist (or forgers) original sketches. Visual examinations combined with sophisticated analytical instrumentation will be used to identify the materials of the object and its method of manufacture. Instruments may include: x-ray fluorescence analysis, Fourier transform infrared spectrometer, x-ray diffraction, gas chromatography, and scanning electron microscope. All classes will be held at either the Williamstown Conservation Center under the direction of the analytical chemist and conservator, or in the Bronfman Science Center.

Evaluation will be based upon class participation and a 10-page final paper.

No prerequisites. *Enrollment limit: 10.*

Meeting time: mornings; 2 three-hour sessions per week.

Cost to student: \$20 for reading materials.

KATE DUFFY (Instructor)  
LOVETT (Sponsor)

Kate Duffy is Department Head of Analytical Services at the Williamstown Art Conservation Center.

### **CHEM 016 Glass and Glassblowing**

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Evaluation will be based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class.

No prerequisites. *Enrollment limit: 10. Preference given to juniors and sophomores. Interested students should contact Professor Thoman by e-mail prior to registration.*

Meeting time: mornings; five days per week.

Cost to student: \$50 for supplies.

THOMAN

### **CHEM 018 Introduction to Research in Biochemistry**

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, DNA structure and repair, and the molecular basis of gene regulation.

Requirements: a 10-page written report.

Prerequisites: variable, depending on the project (at least Chemistry 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with

### Winter Study Program

one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.

*Enrollment limited to space in faculty research lab.*

Meeting time: mornings.

Cost to student: none.

GEHRING, KAPLAN, and LOVETT

#### **CHEM 019 Introduction to Research in Environmental Science (Same as Environmental Studies 020)**

An independent experimental project in environmental science is carried out in collaboration with a member of the Department with expertise in environmental science. Current research projects include studies of atmospheric chemistry related to global warming and acid deposition, heavy metals in the local environment, and further development of laboratory techniques for Environmental Studies 102 (Introduction to Environmental Science).

Requirements: a 10-page written report.

Prerequisites: a one-semester science course and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.

*Enrollment limited to space in faculty research lab.*

Meeting time: mornings.

Cost to student: none.

THOMAN

#### **CHEM 020 Introduction to Research in Inorganic Chemistry**

An independent experimental project in inorganic chemistry is carried out in collaboration with a member of the Department with expertise in inorganic chemistry. Opportunities for research in inorganic chemistry at Williams include the study of transition metals in biological systems (enzymes, proteins), and as building blocks for new materials with interesting electronic (magnetic, conducting) and optical properties. Students working in this area will gain expertise in the synthesis of new compounds and their characterization by modern spectroscopic techniques.

Requirements: a 10-page written report.

Prerequisites: variable, depending on the project (at least Chemistry 101) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.

*Enrollment limited to space in faculty research labs.*

Meeting time: mornings.

Cost to student: none.

L. PARK and SCHOFIELD

#### **CHEM 023 Introduction to Research in Organic Chemistry**

An independent experimental project in organic chemistry is carried out in collaboration with a member of the Department with expertise in organic chemistry. One representative project involves isolation of the bioactive constituents of Southeast Asian dart poisons from their natural sources and the elucidation of their three-dimensional structures. Another line of investigation probes new and efficient methods for the creation of molecules of medicinal interest. Some targets include the kavalactones—the active principles of the herbal extract KAVA KAVA which is promoted as an alternative anti-anxiety remedy, and octalactin A—an interesting 8-membered ring compound isolated from marine microorganisms that has shown significant toxicity toward human cancer cells.

Requirements: a 10-page written report.

Prerequisites: variable, depending on the project (at least Chemistry 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.

*Enrollment limited to space in faculty research labs.*

Meeting time: mornings.

Cost to student: none.

MARKGRAF and T. SMITH

#### **CHEM 024 Introduction to Research in Physical Chemistry**

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and experimental studies of the oxidation of sulfur dioxide on atmospheric aerosols.

Requirements: a 10-page written report.

Prerequisites: variable, depending on the project (at least Chemistry 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with

## Winter Study Program

one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.

*Enrollment limited to space in faculty research labs.*

Meeting time: mornings.

Cost to student: none.

BINGEMANN, PEACOCK-LÓPEZ, and THOMAN

### **CHEM 025 Archaeological Excavation at the Paleolithic Site of Attirampakkam, India (Same as Anthropology 025)**

This course will travel to Attirampakkam, a site in Southern India that has so far yielded well-preserved cultural artifacts of Lower, Middle and Upper Paleolithic deposits, including an Acheulian living floor and animal footprints in association with artifacts. Excavations at the site are sponsored by Earthwatch, which specializes in sending talented and interested amateurs to help professional scientists. It is one of relatively few opportunities for Williams students to participate in professional archaeological research. The excavating season is January and February, making it ideal for a Winter Study trip.

The vast majority of human prehistory studies have focussed either on Africa or Europe. While there have been occasional investigations in the Indian subcontinent (the first stone tool was found by a British geologist in 1863), systematic studies have only been started in the last 10 years. The goal of the project, of which Attirampakkam is a major part, is to build up a picture of the region in prehistory that will allow paleoanthropologists to test models of hominid behavioral strategies. One question is whether these are affected by climate change in ways also seen in other parts of the world.

When students return to campus after the holidays, we will spend several days in orientation activities related both to the site itself and to the practical aspects of field archaeology. They will spend approximately two weeks, plus travel, on site and return to Williamstown to write up the results of their work. While on site they will participate in all aspects of excavation including digging, cleaning artifacts, curating them and analyzing collections. Dr. Shanti Pappu, the archaeologist on this site, will lead discussions on Indian prehistory to supplement the earlier references. Students will keep a daily journal as well as a field notebook. Potential analyses include determining the appropriate attribution of material to a given Paleolithic period, correlating artifacts with possible sources of raw material, and interpreting the geology of the site in terms of climate change. However the primary result for students is the knowledge of what 'real' archaeologists do.

*Enrollment limit: 6.*

Cost to student: approximately \$3300 (includes airfare).

ANNE SKINNER (Instructor)

L. PARK (Sponsor)

Dr. Skinner's research is in applications of chemistry to archaeology and paleoanthropology. Her primary interest is dating fossil material. She has previous excavation experience, as well as a research background in paleoanthropology.

### **CHEM 031 Senior Research and Thesis**

To be taken by students registered for Chemistry 493, 494.

## CLASSICS

### **CLAS 010 Sappho's Poetry in Greek: Eros the Sweet-Bitter (Same as Comparative Literature 013 and Women's and Gender Studies 010)**

Sappho of Lesbos (early 6th century bce) enjoys a privileged status in almost any history of sexuality or history of love poetry. Although only a small portion of her large poetic corpus has survived to us, we have retrieved enough to appreciate why Plato called Sappho "the tenth Muse" and why Solon, the great Athenian lawgiver who was himself a poet, responded to one of Sappho's poems upon hearing it for the first time: "Let me hear it again so that I may learn it and die." Readers of English translations respond to Sappho's poetry with similar enthusiasm, but no translation can fully capture the effects of her word choice, word order, syntactic shifts, sounds and rhythms. No translation can convey the passion, or the restraint, of her every poetic gesture in Greek. This course is intended for students who do not know any ancient Greek but who would like to read Sappho's poetry in Greek. We will not pretend to "learn Greek" in a month. Rather, this course will provide an introduction to Aeolic Greek, the dialect in which Sappho composed her poems. Through a specially prepared set of lessons, students will learn the Greek alphabet (really very easy) and just enough grammar, syntax, and vocabulary to read closely a selection of Sappho's poetry in Greek and to discuss problems of translation. (Sappho's syntax is unusually straightforward, even simple, so students need not worry about having to learn Greek's complex constructions.) We will also explore the dynamics of eros in her poetry and consider questions that this poetry, and its original occasions for performance, raise for the histories of not only sexuality and love poetry but even the education of young women and men.

Requirements: attendance at all classes, short quizzes on grammar and vocabulary, and preparing and presenting to one another translations and critical discussions of several poems and a number of fragments.

No prerequisites. *Enrollment limit: 12. Preference given to majors (or intended majors) in Compara-*

### Winter Study Program

*tive Literature, English, foreign languages (including Latin but not Greek), and Women's and Gender Studies.*

Meeting time: mornings, 4 times a week for one and a half to two hours per session.  
Cost to student: \$15 or less.

HOPPIN

#### **CLAS 011 Writing With Wedges II: Introduction to Sumerian**

The war with Iraq and the recent looting of the antiquities museum in Baghdad make the study of ancient Mesopotamian culture all the more pressing. This course will present an introduction to the Sumerian language in the context of its ancient Mesopotamian culture, and to cuneiform, the world's first writing system. Sumerian, which is not related to any other language, ancient or modern, provides a unique opportunity to study the way language works. The writing system, which was invented by Sumerian speakers around 4000 BCE and later adapted to different languages, was used for more than three millennia and is preserved on thousands of clay tablets and stone monuments in museums around the world. In this course we will learn the basics of the language and read original documents (including some in the Williams Art Museum) and become familiar with the history and the material culture of the region, which has long been known as the "Cradle of Western Civilization."

Requirements: weekly assignments from a language textbook and one 4- to 5-page research paper. This course presents an in-depth exploration of a topic touched on in *Writing With Wedges: Language and Literature of Mesopotamia* (2003); it is appropriate both for students who took that course and students who are new to the subject.

Prerequisites: love of language and an affinity for puzzles. *Enrollment limit: 12.*

Meeting time: afternoons, six hours a week (3 two-hour sessions).

Cost to student: \$45 for textbook.

SALLY MOREN FREEDMAN (Instructor)  
KRAUS (Sponsor)

Sally Moren Freedman received her Ph.D. in Assyriology in 1977 from the University of Pennsylvania and continued at the university as a research associate in the Babylonian section of the University Museum while lecturing in the Oriental Studies Department. She went on to teach Old Testament Studies at Princeton Theological Seminary.

#### **CLAS 031 Senior Thesis**

May be taken by students registered for Classics 493, 494.

### COMPARATIVE LITERATURE

#### **COMP 010 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as English 010, Leadership Studies 012, and Special 012)**

Whether dealing in the realms of public life, commerce, or academe, the speaker who can clearly and cogently define or defend a policy, product, or theoretical position is usually the most successful. Depending on the venue and the aim of the speaker, the words might be artful and poetic, cajoling and competitive, formally read from the page or seemingly delivered impromptu. This course will briefly examine some of the classic styles of oratory from Ancient Greece to Madison Avenue. Students will make visits to a variety of venues that employ a special style of professional discourse (TV and radio stations, the Albany and Boston state houses) and learn a range of methods and techniques for practicing the basics of effective spoken communication. The practical intent of the course is for participants to develop confident, cogent, and dynamic presentation styles, to reinforce tight organizational focus and relaxed, natural delivery, and to develop creative approaches to speaking in front of a group. The course will guide participants through the presentation process from conception, outlining, and devising the message, to development of visual aids, message delivery, and handling question and answer sessions. Methods employed will include vigorous pursuit of improvisational theater techniques and vocal training. Participants will deliver brief presentations at each session and receive intensive personal coaching and a videotaped record of their personal progress. The final project will be a presentation at a public forum.

Evaluation will be based on active participation in the class, a written evaluation of a public presentation the student has attended, and successful completion of mini-presentations during Winter Study and the final presentation at the end of term.

No prerequisites. *Enrollment limit: 12.*

Meeting time: mornings; 3 two-hour sessions per week and 2-3 field trips outside of Williamstown.

Cost to student: \$25-45 for course materials.

PETER BUBRISKI (Instructor)  
CASSIDAY (Sponsor)

Peter Bubriski has been coaching leaders in communication skills for twelve years. A founding partner of the Cambridge-based communications consulting firm of B&B Associates, where he has been designing and leading workshops in presentation skills since 1991, he also leads courses in Coaching, Mentoring, and Collaborative Communication at Pfizer, Inc., Morgan Stanley, and MIT. He has taught at The Boston Conservatory, Rensselaer Polytechnic Institute's Executive MBA Program, and he lectures regularly at Boston University's School of Management. He is also a professional actor

## Winter Study Program

with twenty years of credits in theater, film, and television ranging from ABC's *All My Children* and *The King and I* with Yul Brynner to independent films with Katharine Ross and Tyne Daly and documentary narration with PBS.

### **COMP 012 Proust: In Search of Lost Time (Same as French 012 and English 024)**

This course will be dedicated to Marcel Proust's great novel *In Search of Lost Time*, whose published English title, *Remembrance of Things Past*, falsifies the sense of quest that the French conveys. The novel is a search for the meaning of time that has been wasted, or lost, in love and society. For Proust, erotic life and society pose profound difficulties that he proposes find their single solution in art. The extraordinary length of the work precludes reading all of it, so we will read the first two major sections of *Swann's Way* and *Within a Budding Grove*. In them, many of the great themes and problematics of the novel are introduced which find their amplification, intensification and finally even their resolution in the rest of the novel. By becoming sensitive to them, students will be readied to approach reading Proust on their own. Knowledge of French is not required; all class readings will be in English. Evaluation will be based on regular attendance, class participation, and one 10-page paper.

No prerequisites. *Enrollment limit: 15. Preference will be given to advanced students in Comparative Literature, English, and Romance Languages.*

Meeting time: mornings; 3 meetings per week to be schedule at 11a.m. on different days.

Cost to student: approximately \$45 for the books.

MARK DONEN (Instructor)  
CASSIDAY (Sponsor)

Mark Donen is working on his Ph.D. at Boston University in comparative philosophy and literature. He has a Masters in philosophy from the New School for Social Research in New York City. Born in London, he has lived in Paris, and worked for Conde Nast magazines in New York and in documentary film production in France. He is married to Professor Soledad Fox in the department of Romance Languages.

### **COMP 013 Sappho's Poetry in Greek: Eros the Sweet-Bitter (Same as Classics 010 and Women's and Gender Studies 010)**

(See under Classics for full description.)

### **COMP 014 Jungle Fever: The Amazon in Literature and Film (Same as Spanish 011 and Environmental Studies 022)**

(See under Romance Languages—Spanish for full description.)

### **COMP 031 Senior Thesis**

To be taken by students registered for Comparative Literature 493, 494.

### **LIT 031 Senior Thesis**

To be taken by students registered for Literary Studies 493, 494.

## COMPUTER SCIENCE

### **CSCI 010 C, UNIX and Software Tools**

This course serves as a guided tour of programming methods in the UNIX operating system. The course is designed for individuals who understand basic program development techniques as discussed in an introductory programming course (Computer Science 134 or equivalent), but who wish to become familiar with a broader variety of computer systems and programming languages. Students in this course will work on UNIX workstations, available in one of the Department's laboratories. By the end of the course, students will have developed basic proficiency in the C programming language. The increasing success of UNIX as a modern operating system stems from its unique ability to "prototype" programs quickly. Students will use prototyping tools, such as Awk and "shell scripts" to write "filters" for transforming data from a variety of sources. It will become clear that in many cases the overhead of programming in languages such as C, C++, or Java is unnecessary. Moreover, students will learn to effectively use software tools such as debuggers, profilers, and make files.

Evaluation will be based on several programming assignments due throughout the term. While none of the projects in the course will be particularly large, the successful student will develop a tool chest, which will extend their computing "effectiveness" in their particular field. Students with computing needs particular to their field are encouraged to advise the instructor before the first meeting.

Prerequisites: Computer Science 134 or equivalent programming experience. *Enrollment limit: 20.*

Cost to student: texts.

MURTAGH

### **CSCI 013 Life as an Algorithm (Same as Biology 013)**

Can computers reproduce? Can DNA compute? Can evolution give us hints on solving big problems? Is life's blueprint inefficient? This course looks at the way computers are shaped by biological thinking, and the way that experimental biology makes use of computational theories. Topics range from artificial life to identification of genes to the susceptibility of machines to viruses. Lectures investigate new and novel ways of thinking about computers and biology. Labs experiment with parameters of the evolving problems shared between the two scientific disciplines.

### *Winter Study Program*

Evaluation will be based upon successful completion of computer laboratory assignments, written assignments and a final paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings, 4 times each week for 90 minute sessions, some of which will be laboratory sessions.

Cost to student: approximately \$50.

BAILEY and RAYMOND

### **CSCI 031 Senior Honor Thesis**

To be taken by students registered for Computer Science 493-494.

## **CONTRACT MAJOR**

### **CMAJ 031 Senior Thesis**

To be taken by students registered for Contract Major 493, 494.

## **ECONOMICS**

### **ECON 010 East Asia: Miracle and Crisis**

This course is intended to help CDE fellows integrate the material they studied in the first semester by applying it to the circumstances of a particular group of countries. During the 2004 Winter Term session the course will focus on case studies of what are widely perceived to be successful development experiences—those of the East and Southeast Asian “miracle” economies. Among the issues to be considered are the desirability of the economic transformations that took place in these countries, the conditions that may have made such transformations possible, the roles that specific policies may have played in bringing them about, the causes of the recent economic crisis in the region and its implications for future growth in the affected countries, as well as the lessons that the East and Southeast Asian experience may hold for other developing countries.

Evaluation will be based on three 5-7 page papers plus an oral presentation.

Prerequisites: Economics 252 or its equivalent. *Undergraduates are welcome to take this course, but they should first seek the permission of the instructor, since the number of undergraduate slots available will depend on the size of the CDE enrollment.*

Meeting time: mornings; 3 days per week.

Cost to student: \$60 for materials.

MONTIEL

### **ECON 011 Public Speaking**

In a world in which most of us are asked at one time or another to say something to a group, public speaking is a skill which everyone should learn. This course will help you become an organized and persuasive public speaker. You will create your own public speaking style that is comfortable, confident, and conversational. We will focus on organizational techniques, handling visual aids effectively, eye contact and body language. A supportive atmosphere will give each person an opportunity to receive feedback.

Requirements: 4-5 oral presentations to the class, most of which will be videotaped and critiqued. Evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations.

No prerequisites. *Enrollment limit: 12. Preference given to juniors and seniors.*

Meeting time: afternoons.

Cost to student: none.

BRAINERD

### **ECON 012 Women and Development (Same as Women's and Gender Studies 017)**

The processes of economic development in developing countries have had a different impact on women than on men. This is because of their differing social and economic roles - and perceptions thereof - and their substantial exclusion from resources and decision-making. This course will offer a brief introduction to some economic and related human development tools that are useful in understanding these processes, and also critique their shortcomings. We will look at the position of the woman in intra-household bargaining, and examine its relation to issues such as women's access to credit, women's 'voice' and the informal sector, skewed sex ratios and women vis-a-vis the current global HIV/AIDS pandemic. We will read accounts by feminist economists of the significance of the unpaid 'care' economy, and other 'invisible' female contributions to development. Literature by Third World writers, documentaries and feature films will also be used to expand our sense of the texture of people's lives in 'income-poor' countries. Students are expected to participate in class discussions of the readings, feature films and documentaries. The final assignment for the course will be a ten-page essay on a women and development issue of the student's choice.

Evaluation will be based on class participation, brief reaction e-mails and the final essay. Format: lectures and discussion.

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*Enrollment limit: 14.* If course is overenrolled, preference will be given to students who have taken Economics 204.

Cost to students: up to \$50 for purchase of reading materials.

Meeting time: 1-4 p.m., Monday and Tuesday.

BRENDA MCSWEENEY and MANI (Instructors)  
MANI (Sponsor)

Dr. Brenda McSweeney is the United Nations Resident Coordinator and United Nations Development Programme (UNDP) Resident Representative—India. She leads the development cooperation with India, which is UNDP's largest single partnership in the world.

### **ECON 014 Accounting**

This course will examine the theoretical and practical aspects of financial accounting. Although the beginning of the course will explore the mechanics of the information gathering and dissemination process, the course will be oriented mainly towards users, rather than preparers, of accounting information. The project will include discussion of the principles involved in accounting for current assets, plant assets, leases, intangible assets, current and long-term debt, stockholders' equity, the income statement and the statement of cash flows. Students will be expected to interpret and analyze actual financial statements. The nature of, and career opportunities in, the field of accounting will also be discussed.

This course will present a substantial body of material and will require a considerable commitment of time by the student.

Requirements: regular attendance and participation in discussion, and homework cases and problems.

Evaluation will be based on several quizzes.

No prerequisites. *Enrollment limit: 30.*

Meeting time: mornings.

Cost to student: none.

LEO McMENIMEN (Instructor)  
ZIMMERMAN (Sponsor)

Leo McMenimen is returning to Williams this January from the School of Business, Montclair State University.

### **ECON 016 How to Buy a Car**

The premise of this course is that car buyers get more for their money if they are aware of the economic principles involved at the time of purchase. At our first meeting, students will participate in an auto purchase bargaining game; students will be paired off, one playing the role of the "dealer" and the other the role of the "purchaser." In subsequent meetings we will discuss various issues including: the decision to buy a new or used car, foreign or domestic car; supply side determinants of car prices such as optimal pricing strategies of manufacturers and dealers, unit costs, options' pricing, rebates, special interest rates, product quality, product safety, advertising, and the roles of government, insurance companies and banks; demand side determinants of car prices such as preferences, demographics, exchange rate fluctuations, seasonal buying cycles, and business cycles; leasing. At the sixth meeting, students will participate in a second auto purchase simulation. Although the practical side of car purchasing is the focus, microeconomics is viewed through the lens of the car buying process.

Requirements: required readings, participation in both simulations, two 2-page synopses of the simulations, and a 5-page paper at the end of the program discussing the reasons why the material we covered helped (or hurt) them in negotiating their second car purchase.

Prerequisites: Economics 110. *Enrollment limit: 20 Preference given to students who have had Economics 251.*

Meeting time: mornings, 2 two-hour sessions per week, while expecting to meet as a group for four hours a week to work on their strategic plan. There will be extensive use of Internet car-buying web sites.

Cost to the student: \$100 for the purchase of books.

HUSBANDS FEALING

### **ECON 017 Business Economics**

In this course, the class will carry out a real-time forecast of the U.S. economy and explore its implications for the bond and stock markets. The course will build upon principles of both macro and microeconomics. It will provide an introduction to the work done by business economists and the techniques they use. An economic database, chart-generating software and a statistical analysis program will be available to each student on the Jessup computers and, if necessary, on a disk for IBM-compatible computers.

The first week will focus on becoming familiar with the database, looking for relationships between key economic variables, and studying movements in interest rates over the period 1960-2002. Early in the first week, the class will be divided into teams of 2 students with each team choosing a particular aspect of the economy to forecast.

During the second and third weeks, the class will work with various leading indicators of economic activity and will prepare forecasts of the key components of gross domestic product and other key

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variables. We will also have several invited guests from the Wall Street investment world speaking on various aspects of the stock market at regular and optional class sessions. The fourth week will feature a formal presentation of the economic forecast with invited guests from the Williams College faculty. To put the forecasting exercise in context, there will be class discussions of business cycles, credit cycles, long waves in inflation and interest rates and the impact of the Internet on the economy and the stock market.

Because essential concepts and tools are covered during the first week, all students are expected to attend the first class.

Requirements: homework, participation in short presentations of their analyses, a formal presentation during the last week, and a 3-page paper summarizing the result of the forecast project.

No prerequisites, but Economics 110 or another semester course in Economics is strongly recommended. *Enrollment limit: 22.*

Meeting time: mornings; 3-4 session per week. There will be two afternoons of workshops lasting approximately 30 minutes with hands-on instruction for each team.

Cost to student: approximately \$25 for text and other materials.

THOMAS SYNNOTT '58 (Instructor)  
ZIMMERMAN (Sponsor)

Thomas Synnott '58 is Chief Economist, *Emeritus*, U.S. Trust Company of New York

#### **ECON 018 For Richer or Poorer: A Multimedia View of Historical Economic Performance**

The world today is awash in inequality. In rich countries, the majority of people take expensive vacations and purchase larger and larger televisions and automobiles. On the other hand, in poor countries people struggle for access to safe drinking water, basic health care, and enough calories. Why is it that some countries are rich and others so poor? Economists and other scholars have attempted to answer this question from a number of different perspectives. In this class, we will examine this question from a somewhat unique perspective. We will read and critique Jared Diamond's *Guns, Germs, and Steel* and David Landes' *The Wealth and Poverty of Nations*, which offer different perspectives on the historical development of economies. We will supplement the readings by playing and analyzing Civilization II and/or Age of Empires II. The objective of these games is to build the most successful society among a group of players. We will specifically attempt to learn about the algorithms the games use to determine successful societies. Then we will compare and contrast those strategies with the ideas of Diamond and Landes.

Evaluation will be based on a 10-page paper and class participation. Game play will also be required outside of class.

No prerequisites. *Enrollment limit: 14. Preference given by random number generator.*

Meeting time: afternoons.

Cost to student: \$75 for books and software.

DE BRAUW

#### **ECON 019 Finding the Right Neighborhood**

What do looking for an apartment, advising a client on the best location for a new retail store, or trying to understand the impacts of rent control and fair housing laws have in common? They all involve trying to describe and understand the nature of neighborhoods. How is finding the 'right' neighborhood possible without the detailed knowledge that comes from having lived in the area? This course will introduce you to information sources that are available for describing, mapping, and understanding characteristics of neighborhoods and for defining and identifying local markets. At the end of the course you will be able to produce maps and descriptions that will enable you or others to find the 'right' neighborhood.

Each student will be required to prepare a written report, at least 10 pages in length, describing the city they have chosen to examine and presenting the information they have collected. Each student will be required to make an oral presentation of their analysis. The presentation and written material will serve as the basis for evaluation. Evaluation will be based on the above presentation and written materials.

Prerequisites: familiarity with the use of Microsoft Excel and prior use of a computer. *Enrollment limit: 12. Preference given to students who have taken Economics 110.*

Meeting time: mornings, 3 days per week, with computer lab facilities available at other times.

Cost to student: approximately \$50 for reading packets and computer media.

S. SHEPPARD

#### **ECON 020 Globalization and Developing Countries**

The turbulence surrounding the World Trade Organization meetings in Seattle in 1999 illustrated both the far-reaching effects of greater integration among nations as well as the depth of misinformation about an array of issues termed "globalization". This course will explore a number of issues in the globalization debate, with a particular focus on developing countries. In order to accurately understand the opportunities and challenges facing developing nations, we will also explore the domestic social and economic conditions in these countries. We will make use of lectures, videos, readings, discussions, and student presentations.

Evaluation will be based on in-class presentations and/or a 10-page paper.



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No prerequisites. *Enrollment limit: 15. Preference given to students who have taken some introductory economics.*

Meeting time: afternoons; 2 three-hour sessions per week.

Cost to student: approximately \$60 for books and readings.

KHAN

### **ECON 022 Finance and Development**

This course will provide a banker's approach to international financial dealings related to developing countries. The first half of the course will introduce core concepts and require the demonstration of particular skills. Subjects for these classes will include: the roles of financial intermediaries in developed and developing countries, sources of financial information, payment and settlement systems, making lending decisions, managing a financial institution's balance sheet, the role of capital markets, and the workings of specific markets (foreign exchange, credit, and equity). In the second half of the course, the emphasis will shift to current topics in international finance including: sovereign debt restructuring, issuing new sovereign debt, sovereign ratings, project finance, trade finance, and financial risk management. It is hoped that the course will have guest speakers from different fields of expertise. The course will be open to CDE students and to undergraduates with permission of the instructor.

Evaluation to be on the basis of class participation, problem sets and papers.

*Enrollment limit: 20.*

Meeting time: 3 three-hour session per week, with possible re-arrangement to accommodate guest speakers.

Cost to student: approximately \$20 for reading packets-additional textbooks optional.

TOM POWERS '81 (Instructor)

ZIMMERMAN (Sponsor)

Thomas Powers '81 is the Director of the Center for Development Economics at Williams.

### **ECON 025 Oriental Rugs: Art and Commerce (Same as ArtH 025)**

People, primarily women, have been weaving rugs for thousands of years, and rugs have played a central role in the culture and commerce of many societies. This course will explore the world of oriental rugs, with an emphasis on the aesthetics and economics of these extraordinary weavings. The course will be divided between classes in Williamstown for the first part of Winter Study and a trip to Turkey, one of the great rug weaving centers of the world, for the second part. We will discuss the origins and ethnography of oriental rug weaving and designs, the methods by which rugs are made, and the tactile and visual characteristics that separate "a rag from a rug," and a great rug from a good rug. We'll discuss as well the economics of the "rug trade," a world in which "caveat emptor" rules with a vengeance. We'll examine what factors determine the cost of making new rugs; what determines the value of "collectable rugs;" the role of "bargaining" in the market for rugs; and the role of auction "bidding pools" and the methods that rug dealers use to divide the gains when they collude at auctions.

After a series of classes in Williamstown and the examination of rugs and textiles from several Massachusetts collections, the class will proceed to Turkey for about two weeks in Istanbul, Konya (Central Anatolia), and the vicinity of Bergama (Western Anatolia). Dr. Nicholas Wright, a rug collector and authority on rugs, will lead the trip. In Istanbul, we will see classical rugs in two museums and see the market up close in the Grand Bazaar in Sultanahmet. Traveling to Konya, we will visit museums and see production of kilims (flatwoven rugs) and felt rugs. We will visit at least one repair workshop in Istanbul/ and possibly also Sultanhami (near Aksaray, in Central Anatolia east of Konya) and then discuss conservation issues. There may also be an opportunity for dye analysis in the lab of Dr. Harald Bohmer of Marmara University in Istanbul, who is world-renowned for reviving the art of weaving with natural dyes in Turkey in the early 1980s. (If political or other conditions preclude a trip to Turkey, this course will run as a regular length Winter Study in Williamstown.)

Evaluation will be based on classroom discussion, one 3-page paper discussing an individual rug (or group of rugs) from an aesthetic perspective, and one 7-page paper on any topic that addresses either the aesthetics or economics of rugs. The papers will be due prior to the trip to Turkey.

No prerequisites. *Enrollment limit: 10. Placement is through interview prior to registration for the course.*

Meeting time: several mornings and some afternoons for extensive meetings each week for first part of Winter Study; travel to Turkey for the second part of Winter Study.

Cost to student: approximately \$100 per student for books and local travel, and about \$1950 for travel to, and within, Turkey.

NICHOLAS WRIGHT '57 (Instructor)

BRADBURD (Sponsor)

Nicholas H. Wright '57 has been a dealer and collector of oriental rugs since 1968.

### **ECON 027 The Green Revolution (Same as Biology 020 and Environmental Studies 027)**

Beginning in the 1950s, agriculture in developing countries underwent a dramatic transformation, as modern scientific techniques of plant breeding were applied to tropical and semi-tropical crops and agroecosystems. This Green Revolution led to massive increases in the production of staple foods

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within some developing countries. Growth of food production in turn allowed for increases in average consumption, even in the face of historically unprecedented increases in human population. But the expansion of food production was not without costs - environmental, social, and economic. And in the end, the Green Revolution did not "solve" problems of hunger or rural poverty. This course will look in depth at the Green Revolution. We will consider the underlying science, the institutions involved, and the economic, social, and environmental impacts. We will also talk about implications for the impending "Gene Revolution" and its management. Most class meetings will consist of lectures and discussion. We will also view a number of videos and perhaps explore cooking and eating some of the foods we are considering!

Evaluation will be based on a 15-paper addressing some feature of the Green Revolution, along with class attendance, participation, and overall effort. A brief presentation of the paper near the end of Winter Study will be required.

No prerequisites. *Enrollment limit: 15. Preference given to those students with some prior interest or experience in agriculture.*

Meeting time: mornings.

Cost to student: approximately \$100 (books and reading packets).

GOLLIN

### ECON 030 Honors Project

The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester.

*Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice.*

Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. *They should register for this WSP as their first choice.*

### ECON 031 Honors Thesis

To be taken by students participating in year-long thesis research (ECON 493-W031-494).

## ENGLISH

**ENGL 010 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 010, Leadership Studies 012, and Special 012)**  
(See under Comparative Literature for full description.)

### ENGL 011 Anxious Allegories: Horror and Sci-Fi Films

This film course will also be a casual tutorial on popular American moods, both cultural and political, and it will seek to place the films we study in the context of such trends as Fifties conformism, dread of Communism, the post-Watergate mistrust of government, suspicion of science and technology, and the entertaining of Biblical prophecies. The class will examine the possibility that what unites these loose allegories is not only their expression of once-popular fears, but also their campiness—their impulse to subvert our solemnities, whether intentionally or inadvertently. The films will include *Nightmare on Elm Street*, *Halloween*, *Jaws*, *Village of the Damned*, *Invasion of the Body Snatchers*, *The Andromeda Strain*, *The Seventh Sign*, *The Exorcist*, *Forth of July*, *Alien*, *ET*, *Starship Trooper*, and *Minority Report*.

Requirements: short oral presentations and one 10-page paper.

*Enrollment limit: 15.*

DEAN CRAWFORD (Instructor)

J. SHEPARD (Sponsor)

Dean Crawford has written *The Lay of the Land*, a novel, as well as articles and stories. He teaches writing and literature at Vassar College but harbors an affection for ingenious science fiction and horror movies.

### ENGL 012 Looking at Contemporary Documentary Photography

This course explores the evolution of modern documentary photography. We will start with Robert Frank's *The Americans*, and how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Bruce Davidson, Lee Friedlander, William Klein, Danny Lyon, Gary Winogrand are some of the photographers whose work we will get to know well. Discussions will include the new wave of independent and Magnum photojournalists (Phillip Jones Griffiths, Josef Koudleka, Susan Meiselas, Gilles Peress, James Nachtwey, Alex Webb, Ron Haviv and Tyler Hicks) and the wars from Vietnam to Bosnia to Iraq they cover as well as the personal visions they explore. Insight into the diverse currents of documentary photography will be explored through the work of Robert Adams, Bill Burke, Larry Clark, Lois Conner, Linda Connor, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, and Abelardo Morell. Slide presentations will occupy half of the first meetings and give way to discussion of

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issues in documentary photography. Students will be encouraged to work on individual projects of their own choice. Each student will be required to make a brief presentation to the class on a documentary topic of their choice. A final paper expanding on this documentary topic will be due at the end of the course. A field trip to New York will let us see first hand works from the collections at the Museum of Modern Art, Whitney Museum of American Art and the International Center of Photography and meet with curators of photography at these institutions. Evaluation will be based on their classroom presentation, general participation and their written work.

No prerequisites. *Enrollment limit: 12. Preference given to upper class students.*

Meeting time: mornings; 3 two-hour sessions per week.

Cost to student: \$30 (field trip and personal expenses)

KEVIN BUBRISKI (Instructor)

PYE (Sponsor)

Kevin Bubriski has received photography fellowships from the John Simon Guggenheim Foundation, the Fulbright Foundation, the Asian Cultural Council, and the National Endowment for the Arts. His photographic prints are in the permanent collections of the Metropolitan Museum of Art, the Museum of Modern Art, and the International Center of Photography in New York, and the Bibliotheque Nationale in Paris.

### ENGL 013 Gender and Science Fiction (Same as Women's and Gender Studies 013)

This course will focus on the development and current range of science fiction, fantasy and utopian fiction—predominantly by women—that is explicitly and centrally engaged with gender issues. We will begin with Charlotte Perkins Gilman's *Herland* (1915), a utopian novel about an all-female world. Likely further readings include work by Ursula LeGuin, Marge Piercy, Margaret Atwood, Joanna Russ, Sheri Tepper, Octavia Butler, Melissa Scott, Rachel Pollock, Paul Park, and others. Issues to be considered include the function and value of non-realist fiction as a locus for theorizing or speculating about male and female culture and identity, sexuality, the uses and dangers of technology, and the role of violence in human culture. Students will have opportunities to pursue particular authors or types of fiction that interest them, and the course will also offer some opportunity to meet with some contemporary writers in the field.

Requirements: reading journal or a 10-page essay, relatively heavy reading load.

No prerequisites. *Enrollment limit: 20. Preference given to seniors and English majors.*

Meeting time: mornings; 3 two-hour sessions per week.

Cost to student: approximately \$50 for books.

CASE

### ENGL 014 Turnpike Vernacular

No state in the nation is more important to modern American poetry than is New Jersey. Poems of Walt Whitman, William Carlos Williams, LeRoi Jones, Allen Ginsberg, and Bruce Springsteen will take us to Camden (where Whitman spent the last years of his life, "receiving many buffets and some precious caresses"), Paterson (maniacal focus of Williams's book-length poem), Newark (birthplace of Ginsberg and Jones) and Asbury Park. Films by Kevin Smith will provide comic relief, of sorts. These works variously create a state of mind rooted in a physical sense of place—but this "place" never stays still, always amounts somehow to less than the sum of its dreams. Using the resources of everyday language these poets express longing, displacement, a love of mean streets and angry rivers: Williams said, "in the very lay of the syllables Paterson as Paterson would be discovered." Following Williams we'll ask what it means for a piece of art to be "particular to its own idiom." The course will include a mandatory trip (January 13, 14, 15) to places we've read about: including Whitman's grave in Harleigh Cemetery and the site of his "shanty" at 328 Mickle Street; the Passaic River and the Falls at Paterson; and the "City Secrets" tour of Newark.

Requirements: attendance, participation in three day field trip, 10 page paper.

Prerequisites: previous experience with poetry; permission of instructor. *Enrollment limit: 15.*

Meeting time: afternoons; full days during field trip January 13-15.

Cost to student: \$300 (three-day field trip).

CLEGHORN

### ENGL 015 *The Hours* and *Mrs. Dalloway*

*The Hours*, a 1998 novel by Michael Cunningham and a 2003 film directed by Stephen Daldry (starring Meryl Streep, Nicole Kidman, and Julianne Moore), weaves together scenes of Virginia Woolf writing her ground-breaking modern novel, *Mrs. Dalloway*, a fifties housewife who is reading the novel, seeing herself in Mrs. Dalloway, and a woman who relives the novel in a highly contemporary way while planning a party for a friend dying of AIDS in 2001. After discussing the film of *The Hours*, we will spend a week exploring Virginia Woolf's life, reading selections from her letters, diaries, memoirs, and biographies, discussing her artistic innovation, the radical social experiments of the Bloomsbury group, Woolf's mental illness, and suicide. In the second week we will examine *Mrs. Dalloway* along with the 1999 film adaptation (directed by Marleen Gorris, starring Vanessa Redgrave), discussing social and artistic experimentation and convention, and the ways in which Woolf's high modernist form is adapted to the cinema. In the final week, we will return to *The Hours*, analyzing

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ing Cunningham's novel (along with the film) as an innovative work of art which is at once an insightful tribute to and a thoughtful interpretation of Woolf's life and work.

Requirements: attendance at all classes and scheduled screenings of films, completion of readings, taking an active and informed role in class discussions, and writing a series of short essays.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings; 3-4 two-hour sessions per week.

Cost to student: \$60 for books.

I. BELL

#### ENGL 016 Sebald

This course will mainly involve reading the four major works (perhaps you could call them documentary novels) of the contemporary German writer, W.G. Sebald. In a curious style (it combines photographs, biographies of actual people, fictional biographies, odd topics, dreams), Sebald considers the deepest issues of twentieth-century history. A lot of critics think he may be the most important writer of the last decade. We'll read his books, including *The Emigrants*, *Rings of Saturn*, and *Austerlitz*, in translation.

Requirements: regular attendance and 10 pages of writing.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings; 3 times a week.

Cost to student: \$50 for books.

LIMON

#### ENGL 017 Film Direction

Much labor by many people goes into the making of a feature film, yet it is the director who, by a possibly regrettable shorthand, is normally regarded as the principal "author" of a film. In this course we will try both to understand the nature of a director's work, in relation to that of his or her colleagues (the screenwriter, actors, cinematographer, editor, and so on), and to learn how to distinguish in finished films the particular marks of the director's influence. We will examine closely two films by each of a number of distinguished directors, in order to pinpoint some of the essential devices and stylistic qualities that characterize each director's work. We will pay especially close attention to the way in which a director imagines and constructs an individual scene, analyzing in depth for this purpose a film directed by Andrew Litvack, *Merci Docteur Rey*. There will be screenings (normally one in advance of each class) of films by such directors as Ernst Lubitsch (*Trouble in Paradise*, *To Be or Not To Be*), Jean Renoir (*Grand Illusion*, *The Golden Coach*), Luis Buñuel (*Belle du Jour*, *The Discreet Charm of the Bourgeoisie*), Robert Altman (*Nashville*, *The Long Goodbye*), and Pedro Almodóvar (*Women on the Verge of a Nervous Breakdown*, *All About My Mother*).

Requirements: faithful attendance and active participation in class discussion, and exercises amounting to about 10 pages of writing.

No prerequisites. *Enrollment limited: 15.*

Meeting time: mornings; 3 sessions per week.

ANDREW LITVACK '87 and TIFFT

Andrew Litvack is a 1987 graduate of Williams College. He has been involved in the film industries in France and the United States for a number of years, and is currently a filmmaker living in Paris.

#### ENGL 018 David Foster Wallace's *Infinite Jest*

In 1996 David Foster Wallace published a brilliant, hilarious, intricate novel, *Infinite Jest*, which won critical acclaim and zealous readers. While the novel is vastly entertaining and provocative, it is also vastly long and complicated. Winter Study Period is an ideal time to read and discuss this remarkable work. This course will explore, enjoy, and analyze *Infinite Jest*.

Requirements: regular attendance, participation, and completion of several brief writing assignments and seminar reports.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings; 4 sessions per week.

Cost to student: nominal.

R. BELL

#### ENGL 019 Artificial Preservatives

A course designed to explore the "mummification" of contemporary culture: fantasies of virtuality, suspended animation, and forensic revivification that aim to deny the necessity of loss and ruin. We'll look at a variety of texts, from *Toy Story II* to Paul Auster's *City of Glass*, but much of our time will be spent considering the implicit logic of American museums. The course will combine class discussions with field trips to museums and collections in Pittsfield, the Hudson Valley, and New York City. Readings will include fiction, museum histories, and works of cultural theory. Museums to be visited may include the Berkshire Museum; Dia:Beacon; The Museum of Natural History; and the Isabella Gardner.

Evaluation will be based on attendance, participation, and the creation of an exhibit demonstrating understanding of the issues treated during the course. This exhibit will be displayed in a group show on the final day of Winter Study.

No prerequisites. *Enrollment limit: 12. Preference given to seniors. All interested students must con-*

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sult the instructor before registration.

Meeting time: afternoons; Monday & Wednesday class sessions, plus a Friday field trip January 9; an overnight field trip January 13 and 14; and a three-day trip to New York January 20-22. Students who cannot make the field trips may not take the course.

Cost to student: approximately \$390 for course materials, transportation, overnight lodging, and admissions.

ROSENHEIM

**ENGL 020 Henry James: *The Golden Bowl***

In this course we will closely analyze Henry James' *The Golden Bowl*, which all consider to be his last, and many his greatest, novel. This long, demanding and capacious book dramatizes many of James' most powerful preoccupations. Centered on a wealthy American collector living in England at the turn of the twentieth century, the novel examines the personal and cultural costs of an American obsession with amassing relics of a collapsing European empire, as well as the effects of wealth and refined sensibility on tangled love relations. The novel's ethical and perceptual subtlety is conveyed in an ingeniously complex style that requires close concentration.

Requirements: faithful attendance, active participation and 10 pages of writing.

Prerequisites: a 100- or 200-level English course other than English 150. *Enrollment limit: 15.*

Meeting time: afternoons; 3 times each week.

Cost to student: \$8.

SOKOLSKY

**ENGL 022 Environmental Journalism: The Payoffs and Perils (Same as Environmental Studies 013)**

(See under Environmental Studies for full description.)

**ENGL 023 Charles Brockden Brown, "Father of the American Novel"**

A half-crazed man kills a panther with his bare hands; covered in blood and disoriented, he is shot at by settlers who mistake him for an Indian. A man able to mimic voices uses his uncanny skill to torment a brother and sister whose father has been struck dead by lightning while at prayer. Such bizarre plots and disturbed characters characterize the writing of Charles Brockden Brown, whose novels *Wieland* (1798), *Edgar Huntly* (1799), and *Arthur Mervyn* (1799-1800) this course examines. We will investigate Brown's technique of psychological narration, which relates the characters' experiences of terror, fury, and anticipation in breathless, suspenseful prose. We will also consider how the focus on untrustworthy individual minds, driven by emotions rather than reason, critiques the ideals of America at the end of the eighteenth-century. The era's republican philosophy held that citizens discoursed rationally about questions of rights and justice; in contrast, Brown's novels showed individuals manically voicing the power of attraction, hatred, and greed. Yet Brown also represented the attempts of reason to triumph amid entirely surreal circumstances; he is finally torn between fealty to the ideal of rational discourse (he sent his novels to Thomas Jefferson) and his deep skepticism about its relationship to psychological reality. Although he embraces the tormented reality of his characters, he presents that reality as so untrustworthy and volatile that it seems to cry out for some kind of external discipline. Brown's interest in the constant struggle between the rational and the irrational, and between the conscious and the subconscious, became a hallmark of American authors such as Poe and Melville, making the novelist a crucial figure in American literary history.

Evaluation will be based on one 8- to 10-page paper.

Prerequisites: 100-level English class other than 150.

Meeting time: afternoons; 3 times a week.

Cost to student: approximately \$40 for books.

DAVIS

**ENGL 024 Proust: In Search of Lost Time (Same as Comparative Literature 012 and French 012)**

(See under Comparative Literature for full description.)

**ENGL 025 Contemporary Film: New Voices Above and Below the Radar**

A course in contemporary film with a significant travel component. The course will spend its first and final week-and-a-half's worth of class sessions in Williamstown, and its middle portion—an eight day period extending from 1/15 to 1/22—in New York City. The first week and a half will be spent in classroom time considering recent trends and developments in contemporary filmmaking; the final week and a half will be spent in consideration of all that was absorbed in the course's middle portion. As to that middle portion: the class will divide its time in New York between the film festivals at the Brooklyn Academy of Music and Lincoln Center. The former—the BAM Cinémathèque at the BAM Rose Cinemas—features first-run independent films, documentaries, and sneak previews of the sort that will almost certainly never arrive in Williamstown, often including question and answer sessions with the filmmakers, actors and screen writers. The latter—run by the Film Society of Lincoln Center—is renowned for its first-run series involving independent film from neglected traditions: Mexican, Bulgarian, Tibetan. Students will stay at the Williams Club and attend class at the Club on four of the eight days, as well as attend multiple film showings: frequently twice a day. The rest of the time

### *Winter Study Program*

will be the students'.

Evaluation will be based on in-class exercises and one 10-page paper.

Prerequisites: English 204 or permission of the instructor. *Enrollment limit:* 15.

Meeting time: afternoons; 3 times a week for two hours (Williamstown)-mornings (New York).

Cost to student: \$800 —Travel to and from NY: \$80; Accommodations at the Williams Club (including breakfast): \$300 [1/2 of \$75 x 8]; Per diem: \$320 [\$40 x 8]; Tickets for showings: \$100.

J. SHEPARD

#### **ENGL 027 My Favorite Director**

This course gives students an opportunity to do research on their favorite film directors and in an oral presentation share what they have learned. The first half of the course will be devoted to developing a filmography and an annotated bibliography of 10 items (e.g., reviews, articles, books or chapters) on the director each student chooses. We will be working with a librarian to facilitate this part of the course. One reading about each director or one of his/her films will be recommended for reading by the whole class (this should be approximately 10-15 pages long). During this time, we will also screen one film by each director for the whole class to view. There will be oral presentations during the second half of the course, and students should also turn in their filmographies, bibliographies, and an outline of their oral presentation at the end of Winter Study. Students may choose to augment their oral presentations with video clips from the directors' films.

Requirements: annotated bibliography, filmography, oral presentation.

No prerequisites. *Enrollment limit:* 8.

Meeting time: afternoons; 3 times a week.

Cost to student: none.

BUNDTZEN

#### **ENGL 028 German Cinema (Same as German 010 and Philosophy 010)**

(See under Philosophy for full description.)

#### **ENGL 029 Film as Radical Political Critique (Same as Political Science 010)**

(See under Political Science for full description.)

#### **ENGL 030 Honors Project: Specialization Route**

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

#### **ENGL 031 Honors Project: Thesis**

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

#### **ENGL 034 Jungle Fever: The Amazon in Literature and Film (Same as Comparative Literature 014, Environmental Studies 022, and Spanish 011)**

(See under Romance Languages—Spanish for full description.)

#### **ENGL 035 Contemporary Mexican Women Film-Makers (Same as ArtS 017, Spanish 012 and Women's and Gender Studies 012)**

(See under Romance Languages—Spanish for full description.)

#### **ENGL 036 Writing from Where You Live (Same as Environmental Studies 012)**

(See under Environmental Studies for full description.)

#### **ENGL 037 Latina and Latino Migration Stories: Puerto Rico Women Write (Same as History 012 and Women's and Gender Studies 015)**

(See under History for full description.)

#### **ENGL 038 Fly Fishing in American Literature (Same as History 013)**

(See under History for full description.)

#### **ENGL 039 Objective Journalism During Times of Conflict (Same as Political Science 014)**

(See under Political Science for full description.)

#### **ENGL 040 Humor Writing (Same as Mathematics 010)**

(See under Mathematics for full description.)

### **ENVIRONMENTAL STUDIES**

#### **ENVI 010 Geology of the National Parks (Same as Geosciences 010)**

(See under Geosciences for full description.)

#### **ENVI 011 Envisioning a Sustainable Future (Same as Biology 011)**

(See under Biology for full description.)

#### **ENVI 012 Writing from Where You Live (Same as English 036)**

In an age of homogenized development and diminished cultural and biological diversity, a strong hunger has arisen for writing that celebrates the unique life and character of specific parts of the country. Terry Tempest Williams' *Refuge* (Utah), Richard Nelson's *The Island Within* (Alaska), and Annie

## Winter Study Program

Dillard's *An American Childhood* (Pittsburgh, PA) are just some of the many books to emerge in recent years that cultivate attentiveness to place. In this workshop, we'll read and discuss selections of place-based literature from around the world, but the primary focus will be on personal writing about places each student knows well—his or her hometown, Williamstown, etc. We'll begin with exercises designed to free one's creative writing energies and hone skills of observation and description, and build toward each student's completion of a 10- to 15-page piece of fiction, memoir, or other nonfiction set in a familiar community. The course will encourage students to consider local landscapes and species, but no special natural history knowledge is required and writing from urban and suburban settings is welcome.

No prerequisites. *Enrollment limit: 12. Preference given to seniors and Environmental Studies concentrators.*

Meeting time: afternoons; 2 days per week.

Cost to student: approximately \$50 to cover readings.

SARA ST. ANTOINE '88 (Instructor)  
H. ART (Sponsor)

Sara St. Antoine '88 is a senior writer for World Wildlife Fund and the editor of *Stories from Where We Live*, a series of literary anthologies devoted to North American ecoregions. She is the author of numerous works of fiction for young people.

### **ENVI 013 Environmental Journalism: The Payoffs and Perils (Same as English 022)**

Environmental journalism is fundamentally journalism, with all that implies about reporting, research, accuracy, understanding the subjects and the audience, clarity, and style. In this course we will read and critically analyze noteworthy recent examples of this special genre. The point is to understand the techniques and elements of a successful feature article on an environmental subject. Aspects of journalism we will cover include: audiences, goals, research, sources (including the internet), bias and objectivity, interviews, plus the nuts and bolts of structuring your story, finding a fresh approach, writing a good lead, handling quotations effectively, making deft transitions, and concluding with a punch.

Issues we may cover (on local and national levels) include air and water pollution, hazardous materials transportation and disposal, extractive industries including fisheries, endangered and threatened species, land-use, global trends, disasters and other events, heroes and villains, etc.

Participants will write a series of short pieces, including news reports, reviews, photo essays, and editorial commentaries. We will also develop one major feature article on a subject of your choice, from selection of subject, framing the story, research, outline proposal and "pitch" letter to the finished feature, which will be shaped to meet the needs and demands of a specific magazine or newspaper or other medium. This will be considered a "live fire" exercise.

The course will be conducted as a workshop, with comment and analyses by the instructor, by guest writers and editors, and by student participants.

Evaluation will be based on class participation and completion of all writing assignments.

No prerequisites. *Enrollment limit: 12. Preference given to Environmental Studies concentrators and those expressing an interest in environmental journalism.*

Meeting time: afternoons.

Cost to student: approximately \$40 for books and other print materials.

MICHAEL W. ROBBINS (Instructor)  
H. ART (Sponsor)

Michael Robbins is an experienced writer of books (*Woodswalk, The Hiking Companion, Birds: A Family Field Guide, High Country Trail: Along the Continental Divide*, and *Brooklyn: A State of Mind*) and editor of magazines (*Audubon, Conde Nast Traveler, Museum News, Oceans Magazine*, and *Connections*). Currently, he is a partner in the publications consulting firm of Palitz & Robbins. He resides in Brooklyn and Stephentown, NY.

### **ENVI 014 Orchids! (Same as Biology 014)**

(See under Biology for full description.)

### **ENVI 015 Corporate Leadership and Social Responsibility (Same as Leadership Studies 010)**

(See under Leadership Studies for full description.)

### **ENVI 016 The Lay of the Land—A Survey of the Business of Land Conservation**

Today, there are more than 1,300 local land trusts operating throughout the country. There are numerous other regional or nationwide organizations with missions pertaining to the conservation of land or other natural resources. Miscellaneous agencies, at all levels of government, regulate, fund, own and/or manage public lands. Ballot questions increasingly include land-related measures. Issues pertaining to land in urban, suburban, rural and wilderness areas are highlighted in the news on a daily basis. Land and resource-related policy debates are, as much as any other issue, a defining moment in the differentiation between candidates, and parties. What is this all about? Why should I care? This course will be an energetic hike across the field of land conservation today. Topics will include: Who are the players? What are they doing and where are they doing it? How does land conservation happen (what are the tools, the business-side of the deals)? And, importantly, why does land conservation happen?

### *Winter Study Program*

As a core component of the course, student groups will identify, research, and present oral arguments on a potential local conservation project. Class content will include extended group discussions based on readings, handouts and presentations. It is anticipated that one or more outside speakers will be arranged to discuss specific topics (community organizing, public finance, stewardship, development trends, etc.).

Evaluation will be based on class participation, and an oral presentation. Some reading material will be assigned prior to the first class.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings; Tuesday, Wednesday, Thursday 10 a.m.-noon. Weekly outings to local conservation project.

Cost to student: none.

JERRY TONE '77 (Instructor)  
H. ART (Sponsor)

Jerry Tone graduated from Williams in 1977 with a degree in American Civilization, and a concentration in Environmental Studies. He holds an MBA degree from University of California-Berkeley. He has worked for non-profit organizations in the areas of environmental internships and the development of affordable housing, has been a commercial banker, and is currently a real estate investor and developer. For over 10 years he has served on the National Board of the Trust for Public Land, and in that capacity has served as Board Chair, and Chair of the Investment Policy Committee. He currently serves as the Chairman of the Executive Committee.

#### **ENVI 017 The New England Forest (Same as Biology 017)**

This field-oriented course explores (first hand and through readings and discussions) the ecology, natural history, utilization and conservation of New England's most abundant natural resource: the forest. A comparative approach to forest communities will be taken: we will visit different forests across the New England landscape delving into some of the reasons why they may vary. Specific topics will include community dynamics, tree and shrub identification, adaptation, wildlife, threats to the forest, forest management and conservation issues. There will be three to four meetings per week, at least two of which will be in the field (some field trips will require students to be engaged in the class beyond normal WSP class hours). The course will culminate in a two to three day trip to investigate a more distant forest region. Accordingly, students should be prepared to spend many hours in the outdoors coping with the elements.

Evaluation will be based on a 10-page paper, technical report or comparable creative work on a topic relevant to the course.

No prerequisites. *Enrollment limit: 10-12—this course is appropriate for any student who possesses a healthy interest in natural history and the outdoors.*

Meeting time: TBA with some all-day field trips.

Cost to student: approximately \$170 (covers field trips, equipment, readings, etc.).

DREW JONES (Instructor)  
H. ART (Sponsor)

Drew Jones, Manager of the Hopkins Memorial Forest, has a Master of Forestry degree from Duke University. He has worked as a wildlife biologist and naturalist from the Southern Appalachians to the North Woods.

#### **ENVI 018 Picturing Our Past (Same as Special 018, Biology 019, and INTR 019)**

(See under Special for full description.)

#### **ENVI 019 Landscape Photography (Same as Geoscience 012)**

(See under Geosciences for full description.)

#### **ENVI 020 Introduction to Research in Environmental Science (Same as Chemistry 019)**

(See under Chemistry for full description.)

#### **ENVI 022 Jungle Fever: The Amazon in Literature and Film (Same as Comparative Literature 014, English 034, Spanish 011)**

(See under Romance Languages—Spanish for full description.)

#### **ENVI 025 Mapping a Caribbean Fringing Reef Complex (Same as Geosciences 025)**

(See under Geosciences for full description.)

#### **ENVI 027 The Green Revolution (Same as Biology 020 and Economics 027)**

(See under Economics for full description.)

#### **ENVI 028 Mapmaking and Ambiguity (Same as Geosciences 014)**

(See under Geosciences for full description.)

#### **ENVI 031 Senior Research and Thesis**

To be taken by students registered for Environmental Studies 493-494.



## GEOSCIENCES

### **GEOS 010 Geology of the National Parks (Same as Environmental Studies 010)**

A vicarious trip through selected national parks of the U.S. and Canada with emphasis on the geological basis for their unique scenery. Areas to be studied will be chosen in order to illustrate a wide variety of geologic processes and products. Readings will include a paperback text as well as short publications of the U.S. Geological Survey and of various natural history associations. The second part of the month will involve independent study of topics chosen by the students in preparation for half-hour oral presentations during the last week. The oral reports will be comprehensive, well illustrated explanations of the geology of a particular national park or monument of the student's choice, using maps, slides, and reference materials available within the department and on the internet. A detailed outline and an accompanying bibliography will be submitted at the time of the oral presentation.

Evaluation will be based on attendance and participation and on the quality of the final report.

No prerequisites. *Enrollment limit: 12. Open only to students with no previous college-level study of geology. Preference given to first-year students.*

Meeting time: mornings; during the first two weeks for lectures and discussions supplemented with lab work devoted to the interpretation of topographic and geologic maps and to the study of rock samples.

Cost to student: approximately \$60 for text.

WOBUS

### **GEOS 012 Landscape Photography (Same as Environmental Studies 019)**

This class will broaden students' appreciation for the appearance and history of the landscape and teach the skills of making a successful photograph. Williamstown, situated in a valley between the Green and Taconic Mountains and bisected by the Green and Hoosic Rivers, is a place of great natural beauty. The local landscape is a subject that inspires both professional and amateur photographers alike. While Williamstown will be the subject of most of our work, we will use it to learn principles of universal application. Students will discover the importance of light in making a photograph. They will also learn camera skills and the mechanics of photography to make slides, which will be reviewed at biweekly class meetings. In addition to photographing and critiquing slides, the class will visit collections at the Clark Art Institute and WCMA to see original work and examine and discuss books on reserve at Sawyer Library. An overview of the history of landscape photography will be provided with an emphasis on American workers such as Carlton Watkins, William Henry Jackson, Edward Weston, Ansel Adams, and Alvin Langdon Coburn. We will also demonstrate examples of different cameras such as medium format, view cameras, and panorama cameras. Students will produce a body of successful photographs/slides that will be projected at the Winter Study presentation day.

Evaluation will be based on attendance, the student's photography, and their presentation.

Prerequisites: students will need a 35mm camera. *Enrollment limit: 15. Preference given to first-year students and sophomores.*

Meeting time: mornings; 3 days a week for the first two weeks and 2 days a week after that; short field trips will supplement the morning meetings.

Cost to student: approximately \$50 for film and materials.

NICHOLAS WHITMAN (Instructor)  
DETHIER (Sponsor)

Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford Whaling Museum. A 1977 graduate of the Rochester Institute of Technology, he has honed his craft to make landscape photographs of power and depth. See more at [www.nwphoto.com](http://www.nwphoto.com).

### **GEOS 014 Mapmaking and Ambiguity (Same as Environmental Studies 028)**

Including maps for the visual presentation of data is often an effective means of getting your point across, but are the data accurately represented? Students will learn the basics of mapping software, how to find and import data sets, the elements of generating professional looking maps and printing techniques. We will also study how maps are used to encourage people to draw incorrect conclusions about data. Specific topics will include: color use and perception; data classification; aggregation of data; making the point.

Evaluation will be based on class attendance, a 5-page paper including student generated maps, and a class presentation supported by visual displays including maps.

No prerequisites. *Enrollment limit: 12. Preference given to students that have not taken ENVI/GEOS 214.*

Meeting time: mornings; 3 two-hours sessions per week with additional lab time.

Cost to student: \$35.

SHARRON MACKLIN (Instructor)  
DETHIER (Sponsor)

Sharron Macklin is an Instructional Technology Specialist in the Office for Information Technology at Williams College.

### Winter Study Program

#### **GEOS 025 Mapping a Caribbean Fringing Reef Complex (Same as Environmental Studies 025)**

Participants will spend two weeks camping and conducting field work on St. John in the US Virgin Islands. In 1998 a group of Williams students mapped the Mary Creek Reef Complex and documented that large-scale sedimentologic and ecologic transformation had occurred since a previous mapping in 1968, but we were not able to explain why these changes had occurred. We will return in 2004 to remap the reef. Looking at any modifications that have occurred in this six-year period will allow us to better understand this reef complex and to put constraints on models for its recent evolution.

Evaluation will be based on participation in field mapping and on field notebooks.

Prerequisites: Geoscience 253T in fall of 2003. *Enrollment limit: 12.*

Cost to student: approximately \$1000, but will depend on airfare and food expenses. There will be no required textbook, and accommodation costs will be subsidized by the Geosciences Department.

COX

#### **GEOS 031 Senior Thesis**

To be taken by students registered for Geology 493-494.

### **GERMAN**

#### **GERM S.P. Sustaining Program for German 101-102**

Something new and different for students enrolled in German 101-102. Practice in the use of German for everyday purposes; creation and performance of short dramatic sketches through group collaboration; games; songs; storytelling; reading. No homework.

Requirements: active participation and regular attendance earn a "Pass" grade.

Prerequisites: German 101 or equivalent. Limited to German 101-102 students.

Meeting time: mornings, 3 times a week 9-9:50 a.m.

Cost to student: approximately \$5 for photocopied materials.

LANGUAGE FELLOW

B. KIEFFER

#### **GERM 010 German Cinema (Same as English 028 and Philosophy 010)**

(See under Philosophy for full description)

#### **GERM 011 The Future of "Old Europe"**

From the banal to the world-historical, from rancor over bananas to splits on Iraq, the signs are mounting that the leading powers of continental Europe are not only chafing at their traditional place in the American hegemony but itching to go their own way. Where will it lead? Focusing on Germany and France, we'll consider four major topics: overt anti-Americanism, the possibility and feasibility of a "United States of Europe," social democracy as a European alternative, and the increasingly divergent stances of Europe and the U.S. in relation to the rest of the world. After undertaking a fast study of Europe's shapes, systems, and vital statistics, we'll explore and discuss current issues and viewpoints as reflected in the major American and European media. *All texts in English*, but students with competence in German and/or French will have the opportunity to work with materials in those languages. Requirements: active participation in discussions, two presentations to be reworked into two short papers.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings; 3 sessions per week.

Cost to student: \$50 to \$75 for books.

B. KIEFFER

#### **GERM 025 German in Germany**

Begin or continue study of the German language at the Goethe Institute in Germany. The Goethe Institute program attracts students from all over the world. A typical course meets for four weeks, 18 hours/week, generally providing the equivalent of one semester course at Williams. To earn a pass, the student must receive the Goethe Institute's *Teilnahme-Bestätigung* which denotes regular attendance at classes, completion of homework, and successful completion of a final test. Students wishing to apply must fill out an application, obtainable in the office of the Center for Foreign Languages, Literatures, and Cultures in Weston, or online at [www.goethe.de](http://www.goethe.de), and return it to the Goethe Institute as soon as possible (admission is on a first-come, first-served basis).

No prerequisites, but any student interested in beginning German with this course and then entering German 102 at Williams should contact Professor Kieffer by December 1, at the latest. *Enrollment limit: 15. Not open to first-year students.*

Cost to student: \$1300 to \$1800 for tuition and room and board, plus round trip travel costs. The Goethe Institute arranges for room and board at various levels upon students' request, but students must make their own travel arrangements. This course is not defined as a "trip" for financial aid purposes. The maximum reimbursement to financial aid students is \$300.

B. KIEFFER

**GERM 030 Honors Project**

To be taken by honors candidates following other than the normal thesis route.

**GERM 031 Senior Thesis**

To be taken by students registered for German 493-494.

**HISTORY**

**HIST 010 “The Fatherland in Cleats:” Soccer and Identity in the Americas (Same as American Studies 010)**

This course will examine the cultural meaning of *futebol* in inter-American contexts. Across the Americas people have used this often low-scoring sport to define themselves, their nations, and even their civilizations. Looking on both the darker tendencies (especially violence) and the aesthetically pleasing products (such as Brazilian “football-art” or “the beautiful game” of soccer, we will discuss the boundaries involved in such definitions—between Latin American countries, the United States, and other regions of the world; between men and women; between macho and non-macho men; between radical and ethnic groups. Among the questions we will address are: What does soccer represent for players and spectators in Boston and Buenos Aires? How and why do nations develop distinct styles of play? Will the rise of women’s teams challenge soccer machoism? Students will also explore the themes of the course in a project on a specific team, game, athlete, or league.

Requirements: regular attendance and a 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings; 3 sessions per week.

Cost to student: \$50 for books and photocopies.

KITTLESON

**HIST 011 Racism and the Colonial Legacy in Modern Europe**

Europe is in a tumultuous period of growth and change, not least because of the strong and increasing presence of non-European immigrants within its borders. Where do these immigrants come from? When and why did they arrive in Europe? How have they been greeted in France, England, and Germany? In this course, we will explore how Europeans today are grappling with these immigrants. Film, newspapers, music, literature, and historical works will give us insight into such diverse topics as Afro-Caribbean culture in England, the European debate on multiculturalism, radical Islamic fundamentalism, Rai music, and the *affaire des foulards* (headscarves) in France and Germany. Evaluation will be based on class participation and a 10-page research paper/presentation on a topic chosen by the student.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings; 2-3 sessions per week.

Cost to student: \$30 for books and photocopies.

SINGHAM

**HIST 012 Latina and Latino Migration Stories: Puerto Rico Women Write (Same as English 037 and Women’s and Gender Studies 015)**

Migration is often understood in the aggregate, as the mass movement of people. Yet migration is also an intensely personal experience. This course will explore how Latinas and Latinos have told their migration stories. After a brief historical overview of a particular group’s migration history, we will read fictional and autobiographical accounts to address what life was like in the home country, the experience of the journey, and the challenges of adjusting to life in the United States.

Evaluation will be based on class participation and a 10-page essay.

No prerequisites. *Enrollment limit: 20.*

Meeting time: afternoons; 2 sessions per week.

Cost to student: \$30 for books and photocopies.

WHALEN

**HIST 013 Fly Fishing in American Literature (Same as English 028)**

It is a long and noble tradition to catch fish (especially trout) on a fly. There has also developed a rich body of American literature that uses fly fishing as a central theme. This course will examine how American culture has been reflected in some of the classics of the genre such as *A River Runs Through It* and *The Big Two-Hearted River* as well as more recent writings by men and women who enjoy casting bits of feathers and fur in search of trout.

Evaluation will be based on attendance and participation and two 5-page papers or one 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings; 2 sessions per week.

Cost to student: \$30 for books and photocopies.

WONG

**HIST 015 How to Survive “Regime Change” and “Pre-Emptive Attacks” in Latin America, and be a Journalist at the Same Time**

Drawing on the instructor’s own first-hand experience as a correspondent in South America, the course will focus on the current war in Iraq and how it compares with what has happened in Latin America in the past, as well as on issues that arise from being a journalist abroad.

### Winter Study Program

The course will start with a discussion of the US doctrines of “pre-emptive attack” and “regime change” and ask: Are these policies as novel as US officials suggest? After all, in the old days of the Spanish American War (1898), Theodore Roosevelt was credited with being the first to proclaim—in the context of Latin America—that the U.S. (to paraphrase him) has a right to do what they like in, or with, Latin American countries, so long as it could plead special U.S. interests or a vague duty to police the Western Hemisphere on behalf of a civilized world. So are the differences between what happened in Iraq in 2003 and what occurred in Latin American countries over the last century—e.g.: in Mexico (1908), the Dominican Republic (1916 & 1965), Chile (1973), Grenada (1983), Panama (1989), and El Salvador and Nicaragua (for most of the 1980’s)—differences of degree or technology or differences of principle? And have the principles themselves stayed vague and elusive?

Suggesting some parallels, key figures associated with George W. Bush’s current Middle East policies also played a major role in President Ronald Reagan’s Latin American agenda. To name a few: John Negroponte, now ambassador to the United Nations, was in the 1980s ambassador to Honduras during the time the Contras were being trained and receiving aid in defiance of US laws banning it. Richard Perle, a prominent ideologue in the Bush administration on the war in Iraq and until recently chairman of the Defense Policy Board, in the 1980s in the Pentagon promoted President Reagan’s proxy wars in Nicaragua and El Salvador. Otto Reich, now advisor on Latin America in Condoleezza Rice’s office, was then head of a covert Contra-propaganda program that operated out of the State Department. Elliott Abrams, now senior director for Near East and North African Affairs at the National Security Council, was during the Reagan administration assistant secretary of the state for Western Hemisphere Affairs; John Poindexter, now Director of the Information Awareness Office at the Pentagon’s research agency, was in the 1980s national security advisor...and so on.

Delving into this subject of US relations with Latin America in the past, and how they compare with US foreign policy goals today, the course will highlight some fundamental issues facing a journalist in foreign assignments and/or in war-like and/or repressive situations. For example, how important is it for a journalist to ask difficult questions—the ones officials don’t like—and to know about history? How can a journalist get beyond propaganda? Can you distinguish between good and bad journalism? What sources can you trust and/or even find in a repressive situation? How can a journalist cope with censorship? Are ethics important for a journalist?

Evaluation will be based on attendance and participation in classes, as well as a 10-page required essay on a Latin American country of the student’s choice that endorses or refutes how a regime change or a change of government was brought about by US military and/or US business pressure. Final classes may be spent giving examples of how such written work may be edited for publication. No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings; Tuesdays and Wednesdays.

Cost to student: \$40-\$50 for books and newspapers. The course will include other media—films—and a comparison of they way newspapers in different countries (or in the same country) cover the same topic.

JANE MONAHAN (Instructor)  
KUNZEL (Sponsor)

A journalist with over twenty-five year’s experience as a correspondent in Europe, Latin America, and the U.S., reporting on economic and business issues for *The Financial Times*, the *Economist*, *Business*, and *The Banker*, Jane Monahan currently is based in Washington, D.C., where she writes for *The Financial Times* and *The Banker*.

#### **HIST 016 A Failure of Trust: American Indians Seek an Accounting from the U.S. Government (Same as American Studies 016)**

This Winter Study course examines the complex legal and political issues regarding the Federal Government’s management as a trustee of extensive land holdings on behalf of tribes and individual Indians. After examining the legislation that created the Government’s trusteeship long ago for the Indian beneficiaries, we will study why this trusteeship has been so contentious, why individual Indians have sued the Government, and why several high officials in both the Clinton and Bush II administrations have been held in contempt by the U.S. District Court in Washington, D.C. The course will also study related problems, such as weak schools for the Indian population, devastating unemployment, and issues of self-governance.

After reviewing the basic historical documents and issues, students will be asked to determine solutions that benefit all of the parties: Indian country, the Court, the Congress and the Administration. Requirements: two 5-page papers, a short oral presentation, and active class participation.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings; 2-3 sessions per week.

Cost to student: \$50.

TOM SLONAKER '57 (Instructor)  
KUNZEL (Sponsor)

A 1957 graduate of Williams College, Tom Slonaker later received an MBA from Harvard Business School. After retiring from the private sector, in 2000 he was appointed Special Trustee for American Indians, a position he held until 2002.

## Winter Study Program

### **HIST 017 History in Pieces**

Burgoyne Surrounded, Mexican Cross, Log Cabin, Texas Star, Mariner's Compass, Storm at Sea, Drunkard's Path, Underground Railway are just a few of the many quilt patterns designed by our American ancestors, representing events, political or social, in this country in the eighteenth and nineteenth centuries.

In this course, students will study American history through quilts. At the same time, they will learn traditional and contemporary methods of quilt making. Each student will select a traditional American quilt pattern and reproduce that pattern into a 45" x 60" quilt. In addition, each student will design either an original pattern representing an event in late-twentieth- early-twenty-first-century history or keep a January journal of life as a twenty-first-century quilter. The completed quilts will be the basis of a quilt show to be scheduled during the second semester.

Evaluation will be based on regular participation in class and completion of the quilt and original design or journal. Students should understand that these are time-consuming projects and they must be prepared to put in considerable time beyond actual class hours.

No prerequisites, but sewing experience is useful. *Enrollment limit: 15.*

Meeting time: mornings; Monday, Tuesday, Thursday.

Cost to student: \$120 for quilting supplies and reading materials. Students need to supply their own portable sewing machines.

SYBIL SHERMAN (Instructor)  
KUNZEL (Sponsor)

Sybil Sherman has 29 years of experience as a quilter. She taught *Fabric Palette, Quilt Canvas* for the Williams College Art Department in January 2000 and 2001 and *History in Pieces* in January 2002 and 2003 for the History Department.

### **HIST 018 Genre-Bending: Literature and Politics in the Modern Middle East**

Political and historical issues have often been embedded within questions of literature in the modern Middle East. At times, the very use of certain genres—including the novel and autobiography—has been critiqued as a preference for the imported over the authentic. Yet writers in the Middle East have used even “indigenous” forms to advance larger political critiques. As both a site of contestation and a means of communication, literature has played a prominent role in twentieth century Middle Eastern political life.

In this course we will examine a selection of twentieth century prose and poetic literary works with an eye to elucidating their relationship to larger historical events. These works will be supplemented by historical and theoretical readings intended to provoke critical assessment of the role of literature in particular Middle Eastern contexts.

Works to be considered include: *Cities of Salt, Return to Childhood, The Story of Zahra, Arabesques, An Apartment Called Freedom*, poems by Nizar Qabbani, and selected short stories by Ghassan Kanafani.

Evaluation will be based on regular response papers and a final paper. Students should anticipate additional activities, including possible film screenings.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings; Mondays and Thursdays.

Cost to student: \$25 for a reading packet and two books.

ANDREA STANTON '98 (Instructor)  
KUNZEL (Sponsor)

Andrea Stanton '98 is a doctoral student in Middle Eastern History at Columbia University and a teaching fellow at Columbia College.

### **HIST 023 The Art and History of Knitting (Same as ArtS 023 and Mathematics 016)**

(See under Mathematics for full description.)

### **HIST 031 Senior Thesis**

To be taken by students registered for History 493-494.

MUTONGI

## **HISTORY OF SCIENCE**

### **HSCI 010 “Taking the Waters” Then and Now: A History of Spa Culture (Same as ArtH 010)**

Have you ever wondered why you desire a brand of sparkling water the likes of Perrier or Poland Springs? Or why you enjoy soaking in a hot tub or whirlpool after a workout on sweat-inducing machinery? Or why you feel energized after a long, vigorous walk? Or why families and individuals alike seek healthful destinations for their vacations? The answers may be found in this course, an interdisciplinary study that traces the historical development of the spa—from its origins in antiquity, through its efflorescence around 1900, to our present time—as an architectural ensemble within its unique therapeutic context.

For millennia, the healthful elements of nature—good waters, pure airs, and serene settings—have been recognized by practitioners of medicine and by architects for cultivating “mens sana in corpore sano” (a sound mind in a sound body). These aspects of nature have served as the foundation of sites

### Winter Study Program

both sacred and secular. The spa emanates from a special relationship humans have cultivated with these elements, particularly with water. We will explore how this relationship, shaped over time by cultural values, has evolved from medical and spiritual pilgrimage to health tourism and fitness worship, and how water, serving as a curative means and design element, has in turn shaped the built environment to accommodate better health of mind and body.

Specifically, we will see how the therapeutic value of mineral waters and high altitudes has been analyzed, prescribed, and commercialized by medical experts for the good of their patients. We will examine the evolving relationship between doctor and patient, in particular regarding women's health and the current surge in alternative therapies. We will glimpse some of the bath complexes, spa towns and sanatoria where patients have endured a rigorous schedule of water treatments, exercise, and diet. Our "travels" include stops at, among other places, the Askleion sanctuary at Kos, Lourdes, Bath, Pyrmont, Karlsbad, Marienbad, Davos, Saranac Lake, Battlecreek, as well as an actual site visit to Saratoga Springs, NY, where we will indulge in a bath and massage at the historic Lincoln Baths. A spa, however conceived, represents a place where a short-term stay, whether a month, a weekend, or an hour or two, is meant to induce long-term effects.

Using the collections at Williams and Yale University, we will examine these places through the material culture (period medical treatises and journals, guidebooks, maps, promotional brochures, prints, photographs, picture postcards, architectural plans) that have steered health-seekers toward these salubrious destinations as well as shaped their curative experiences. To augment the visual materials, the readings will tap literary selections, including the following: Hippocrates, Vitruvius, Illich, Vigarello, Schnitzler, Mann, Appelfeld, and Sontag.

Evaluation will be based on active class participation, 2 brief essays—one, a literary response, the other, a site analysis—and a final creative project (for example, design a curative treatment or a health facility, compare cross-cultural roles of bathing) presented in class.

No prerequisites. *Enrollment limit: 20. Preference given to students with a reading knowledge of French or German as well as those planning a career in medicine or architecture.*

Meeting time: mornings; 2 two-hour sessions per week. Full day and half day field trips may include evening sessions.

Cost to student: \$66 (\$20 for reading materials, \$16 for 20-minute bath and \$30 for 30-minute massage at Lincoln Mineral Baths in Saratoga Springs).

WANDA BUBRISKI (Instructor)  
D. BEAVER (Sponsor)

Wanda Bubrisky, '82 MA, has lectured and published on the Bohemian Spas. She was curator of "Salubrious Destinations," an exhibition on the history of health resorts at Yale's School of Medicine. She has taught at Williams (WSP "Vienna 1900: in World & Image") as well as Yale, Central European University (Prague campus), and in Washington D.C. Public Schools.

## INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES

### INTR 019 Picturing Our Past (Same as Special 018, Biology 019, and Environmental Studies 018)

(See under Special for full description.)

## LEADERSHIP STUDIES

### LEAD 010 Corporate Leadership and Social Responsibility (Same as Environmental Studies 015)

This course considers the responsibilities of leadership in corporate life through the perspectives of visiting alumni who hold leadership positions in American corporations. It examines the social obligations created by success in business, with special emphasis on the social and environmental duties of contemporary business. We will also explore the organizational, professional, social, and personal dilemmas faced by leading figures in modern corporations and institutions. Readings will include material from organizational sociology and economics, as well as relevant biography and autobiography.

Evaluation will be based on attendance and participation in class discussions, and a final 10-page paper.

No prerequisites. *Enrollment limit: 22.*

Meeting time: mornings.

Cost to student: approximately \$30 for reading materials.

K. LEE and JOHN CHANDLER, President emeritus

### LEAD 012 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 010, English 010, and Special 012)

(See under Comparative Literature for full description.)

**LEAD 019 Justice and Public Policy (Same as Political Science 019)**

The course will examine four or five significant public policy matters which have been resolved by the court system. These might include abortion, affirmative action, death penalty, election laws, free speech/obscenity. The focus of the course will be on the process involved in resolving the issues in the courts, the competing interests involved, the public impact of the decisions and, in most cases, the difficulty of resolution. Students will spend two-three days in Boston where they will have the opportunity to witness activities at the Middlesex County District Attorneys Office and meet with representatives of the federal and state judiciary.

Evaluation will be based on a 10-page paper and regular participation in class.

No prerequisites. *Enrollment limit: 16. If the course is overenrolled, students will be asked to write a short essay to determine selection.*

Meeting time: mornings; Monday and Thursday -all day while in Boston. Students will meet in December prior to the break to discuss logistics and expectations for the course.

Cost to student: none, but students will be responsible for obtaining lodging for two nights in Boston, Massachusetts.

MICHAEL B. KEATING '62 and MARTHA COAKLEY '75  
G. GOETHALS (Sponsor)

The course will be taught by Michael B. Keating '62, a trial lawyer with the Boston law firm of Foley, Hoag & Elliot, LLP, and Martha Coakley '75, District Attorney for Middlesex County.

**LEGAL STUDIES**

**LGST 010 Legal Realism and the Search for Law**

From the 1920s-1940s, a movement called *Legal Realism* assailed the notion of an objective and impartial legal system. According to the Realists, the outcomes of legal disputes depend on the values, backgrounds, and idiosyncrasies of decision-makers (usually judges and juries). In the most extreme formulation, what a judge eats for breakfast has a greater effect on the outcome of a case than the rules or laws that ostensibly govern the case. Modern-day descendents of the Legal Realism proclaim that "law is politics." Is this radical skepticism on the mark? Insightful but exaggerated? Fundamentally flawed? This course will probe the Realist perspective in the context of major legal controversies, including *Roe vs. Wade*, *Bush vs. Gore*, the O.J. Simpson trial, the impeachment of Bill Clinton, and the fight over the Supreme Court nominations of Robert Bork and Clarence Thomas.

Requirements: mandatory attendance, participation in discussions, short writing assignments, and a final paper (8-10 pages).

No prerequisites. *Enrollment limit: 20.*

Cost to student: \$50-\$100.

ALAN HIRSCH (Instructor)  
KASSIN (Sponsor)

Alan Hirsch received a J.D. from Yale Law school and has written extensively on the law.

**LGST 012 The Death Penalty and the Problem of Innocence**

During the past decade, more than one hundred people convicted of murder and sentenced to death have been subsequently proven innocent and freed. The most recent study has shown that more than half of all trials that result in a death sentence are tainted by serious legal and procedural errors. These statistics become even more shocking when we realize that only a tiny fraction of people on death row are ever afforded the counsel and resources needed to prove their innocence. This course will explore the legal and systemic tensions which have made the death penalty so difficult to administer in a just manner. Among the subjects we will address are: the failure of the assigned counsel system, the impact of habeas corpus reform, problems with eyewitness identification and human memory, and the persistent problem of prosecutorial misconduct.

Evaluation will be based on a final paper.

No prerequisites. *Enrollment limit: 25.*

Cost to student: \$50.

IRA MICKENBERG '72 (Instructor)  
KASSIN (Sponsor)

**LGST 013 The Second Amendment: Liberty and Gun Control (Same as Special 013)**

(See under Special for full description.)

**MATHEMATICS and STATISTICS**

**MATH 010 Humor Writing (Same as English 040)**

What is humor? The dichotomy inherent in the pursuit of comedic intent while confronting the transient nature of adversity can ratchet up the evolving psyche's penchant for explication to a catastrophic threshold, thwarting the existential impulse and pushing the natural proclivity for causative norms beyond the possibility of pre-situational adaptation.

Do you know what that means? If so, this is not the course for you. No, we will write funny stuff, day in and day out. Or at the very least, we will think it's funny. Stories, essays, plays, fiction, nonfiction,

### *Winter Study Program*

we'll try a little of each. And we'll read some humor, too.  
Is laughter the body's attempt to eject excess phlegm? Why did Plato write dialogues instead of monologues? Who backed into my car in the Bronfman parking lot on the afternoon of March 2, 2003? These are just a few of the questions we will not explore in this course. No, we won't have time because we will be busy writing. (But if you know the answer to the third question, there's a \$10 reward.) Everyone will submit at least one piece for publication.  
Requirements: reading, attendance, participation and writing at least 20 pages of material.  
Prerequisites: sense of humor (broadly interpreted). *Enrollment limit: 15. No slackers need apply.*  
Meeting time: mornings; 6 hours per week (plan to spend at least 20 hours a week on the course).  
Cost to student: approximately \$30.

C. ADAMS

### **MATH 011 Lessons in Go**

Go is probably the oldest board game in the world, originating in China more than 4,000 years ago, and played today by millions of people. Unlike (Western) Chess, which focuses on hierarchical society and strictly defined and limited powers, and unlike (Middle Eastern) Backgammon, which is preoccupied with fate, chance and a wave of luck, Go has an Eastern spirit, where every piece is of equal value and can be played anywhere on the board. The aim is not to destroy but to build territory, where single stones become groups, and groups become organic structures. Two players alternate in placing black and white stones on a 19 - 19 ruled board with the aim of surrounding territory. The stones are left as they stand throughout the game, so that the game itself takes shape as a visible record of the thinking that went into it. The result is an amazing aesthetic and intuitive movement with deep complexity. Although easy to learn, no computer program exists which can beat a strong amateur player (even with a \$5 million reward incentive). We look at how Go helped shape Asian culture, namely in Japan, and how this game is a reflection of Asian values. Strategic topics include: Joseki (openings), Tesuji (tactical magic), life and death, territory and influence, endgame, and handicap strategy. We will analyze famous games, discuss problems, as well as moderate a tournament among students and computer programs.  
Evaluation will be based primarily on attendance, participation, problem sets and a final exam.  
No prerequisites. *Enrollment limit: 20. No slackers need apply.*  
Meeting time: mornings.  
Cost to student: approximately \$40 for books and supplies.

DEVADOSS

### **MATH 012 Introductory Photography: People and Places**

This will be an introductory course in photography, with an emphasis on color photography. The main themes will be portraiture and the landscape. No previous knowledge is assumed, but students are expected to have access to a 35 mm camera, preferably with manual override or aperture priority. The use of a digital camera may be possible, after consultation with the instructor. The topics covered will include composition, exposure, camera use and properties of film, direction and properties of light, and digital imaging (scanning and printing). Students will develop their eye through the study of the work of well-known photographers and the critical analysis of their own work. We will discuss the work of contemporary photographers such as Mary Ellen Mark, Joel Meyerowitz, Constantine Manos, and Eugene Richards. Students will be expected to spend a considerable amount of time practicing their own photography outside of class (using 35mm color slide film). There will be one required local half-day field trip. Students will also be introduced to the program Photoshop used to manipulate images digitally, and will work on their own pictures with this program. The film used will be color slide film, but students will learn to scan their slides and produce prints using a digital printer.  
Evaluation will be based on class participation, two quizzes and a final project.  
No prerequisites. *Enrollment limit: 10.*  
Meetings time: mornings.  
Cost to the student: \$180 for the purchase and processing of film and a text.

C. SILVA

### **MATH 013 Beginning Modern Dance (Same as Special 023)**

This course is an introduction to modern dance for those who have never taken a modern dance or ballet class, but who want to give it a try. (Those with more experience might consider Math 018 —Modern Dance: Muller Technique). The technique for the course is based on a combination of styles from the companies that Dick De Veaux worked with while he toured as a professional dancer. The course includes both flexibility and strength training as well as dance instruction. We will work on the basics of movement through space and the different efforts and shapes that are used to propel us. Requirements: class participation, short essays on assigned videos and readings, and participation in an end of term lecture demonstration that we will present to the public.  
No prerequisites. *Enrollment limit: 25.*  
Meeting time: afternoons; Monday, Tuesday, Thursday, Friday 1-3p.m. (six to eight hours per week).  
Cost to student: none.

R. DEVEAUX



**MATH 015 The Science of Deception (Same as Psychology 014)**

This course is designed by Charles Baschnagel '05 and provides an introduction to the basic strategies behind bluffing in real world situations and techniques of detecting a bluff. Professor Stewart Johnson of the Mathematics/Statistics department will lecture on the game theoretic aspects of bluffing using simplified poker models of Borel and Von Neumann. Professor Steve Fein of the Psychology department will lecture on interpersonal perception and the detection of lies. Students will practice techniques and strategies in lab periods run by Mr. Baschnagel in which various card games will be played.

Requirements: select and research some aspect of bluffing and write a 10 page research paper. Research proposals must be submitted and approved by Professor Fein or Professor Johnson. Evaluation will be based on participation and the final paper.

No prerequisites. *Enrollment limit: 30.*

Meeting time: 2 one-hour lectures per week with homework and a three-hour lab.

Cost to student: none.

S. JOHNSON and FEIN

**MATH 016 The Art and History of Knitting (Same as ArtS 023 and History 023)**

Creating fabric out of interlocking loops can be traced back to the Neolithic period, and knitted artifacts 1600 to over 2000 years old have been found in Egypt, Peru, and Sweden. Knitting requires little machinery and can be done almost anywhere — walking, riding, even in poor light— yet requires a significant amount of learned skill. Knitting techniques have been handed down through generations, shared in small groups, and transferred between cultures as trade routes emerged. The social history of knitting is a rich reflection of the history of culture.

This course examines the history and technique of this important skill. We will examine the history of knitting from a global and social perspective through a sequence of readings and lectures. Reading list includes: *History of Knitting*, by Richard Rutt; *No Idle hands: The History of American Knitting*, by Anne L. MacDonald; and *The Age of Homespun*, by Laurel Thatcher Ulrich.

We will engage a series of project samples designed to introduce and improve skills of beginning knitters, starting with simple blankets and culminating in a final project of the students choosing. Students will also be required to select and research some aspect of knitting and write a 10-page research paper. Topics will need pre-approval of the instructor.

Evaluation will be based on participation, final project, and final 10-page research paper.

No prerequisites. *Enrollment limit: 15. Preference given to beginning knitters.*

Meeting time: three 2-hour evening periods every week.

Costs to the student include materials and about \$55 for textbooks.

M. JOHNSON (Instructor)  
O. BEAVER (Sponsor)

Mary Johnson, M.Ed., an experienced knitter who has worked professionally for the NYC design firm Knit Wits, and is currently a project knitter for Storey Communications.

**MATH 017 Onstage! (Same as Special 017)**

If you like to perform on the stage or if you have always wanted to find out what it would be like—this is your opportunity! In this course we will explore basic acting techniques and methods. Improvisation and theater games will be used as a foundation to create characters in scenes and monologues. Participants will also investigate the basics of script analysis. The final will include a public presentation of the works in progress. Requirements: class attendance is mandatory; contact hours will increase as rehearsals progress towards final performance. Evaluation will be based on participation and assignments.

No prerequisites. *Enrollment limit: 15. Preference given to those who complete a brief essay.*

Meeting time: mornings; 10a.m.-noon, 5 times per week.

Cost to student: \$20 for text.

AMELIA ADAMS (Instructor)  
O. BEAVER (Sponsor)

Amelia Adams is a regional actor who has performed in a variety of theatrical, industrial, and commercial venues over the last ten years. She is a member of the Actor's Equity Association, the Screen Actors Guild, and the American Federation of Radio and Television Actors.

**MATH 018 Modern Dance—Muller Technique (Same as Special 020)**

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom the instructor danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of José Limón before she started her own company in 1974. She has added her own style of movement to the Limón technique, creating an expansive, free-flowing dance that is wonderful to do and to watch.

Students will have the opportunity to choreograph a short piece either as a soloist or in small groups. We will finish the course with a short lecture-demonstration illustrating what we have learned.

### Winter Study Program

No prerequisites. *Enrollment limit: 24. Open to men and women alike, with preference given to those with previous dance experience.*

Meeting time: mornings; Monday, Tuesday, Thursday, Friday 10-noon (six hours per week).

Cost to student: approximately \$20.

SYLVIA LOGAN (Instructor)  
O. R. BEAVER (Sponsor)

Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with the Jennifer Muller Dance Company, a modern company based in New York, for five years.

#### **MATH 030 Senior Project**

To be taken by candidates for honors in Mathematics other than by thesis route.

#### **MATH 031 Senior Thesis**

To be taken by students registered for Mathematics 493-494.

### MUSIC

#### **MUS 010 Chamber Music Performance**

A project offering focused rehearsal and performance of chamber music for string and piano players (a few wind players might be accommodated). The repertoire might include, but is not limited to, string trios, quartets, quintets; piano trios, quartets, quintets; string quartets or quintets with one wind instrument; and piano plus one string instrument sonatas. Ensembles will explore various works from the repertoire at the beginning of the course and select a program for performance. Small ensembles may combine to perform works for larger ensembles. Small ensembles will rehearse daily, and large ensembles three times a week. Students are expected to maintain a regular schedule of individual practice. Performances of all ensembles will be scheduled during the final week of Winter Study. Evaluation will be based on faithful attendance at rehearsals, classes, coaching sessions, and appropriate performances.

Prerequisites: permission of instructor; you must see Mr. Feldman during fall registration period. Previous participation in music department ensembles suggested; audition (in the fall) may be necessary for placing student with others of similar ability. *Enrollment limit: 19.*

Meeting time: afternoons; Monday through Thursday 1-3p.m.

Cost to student: none, although students may prefer to purchase their own copies of the music.

RONALD FELDMAN  
Artist in Residence in Orchestral and Instrumental Performance

#### **MUS 012 Ensembles in Classic American Musical Theatre (Same as Theatre 012)**

This Winter Study will give participants an opportunity to study and perform numbers for more than one singer in great American musicals. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. Music from the recently revived Mitch Leigh/Joe Darion show *Man of La Mancha* will be the central focus. The course will culminate with a public performance of ensembles from the show including the finale. Other ensembles from Bernstein's *West Side Story*, or from European light opera models such as Franz Lehar's *The Merry Widow* may also be included. Singers, actors, and pianists are all welcome to participate.

Requirements: performing, writing a 10-page discursive paper, or some combination of the two approved by the teacher.

*Enrollment limit: 15.*

Meeting time: afternoons; Mondays and Wednesdays.

Cost to student: none.

KEITH KIBLER (Instructor)  
KECHLEY (Sponsor)

Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an adjunct teacher of singing at Williams College. He can be reached at [kibler@sover.net](mailto:kibler@sover.net)

#### **MUS 013 Thelonious Monk Ensemble**

This is an ensemble course primarily devoted to studying and playing the music of Thelonious Monk. Musicians needed include: voices, horns, piano, bass, guitar, drums. In addition to performing the music, the course will give students an in-depth look at the life of Thelonious Monk as a composer and pianist. Each composition will be explored in-depth as to its structure and improvisational concepts. *Straight No Chaser*, a video by filmmaker Charlotte Zwerin, will be shown and discussed. Students will be required to read: *Straight No Chaser: The Life and Genius of Thelonious Monk* by Leslie Gourse.

Requirements: participation in a concluding concert of Monk's music during the last week of Winter Study is required. Evaluation will be based on their performance at this concert. Students will be expected to practice the material outside of class, and will also be evaluated on mastery of the material, class participation and attendance.

## Winter Study Program

Prerequisites: students should have the ability to competently play the music, plus permission of instructor. Students may contact the instructor by email Tess251@aol.com or phone (845-331-9835). Enrollment limit: 15.

Meeting time: afternoons; Monday, Tuesday, Wednesday, 2-4 p.m. Outside listening assignments and preparation of individual parts will also be required. There will be a possible field trip to the International Association of Jazz Educators (IAJE) convention being held in New York City in January 2004. Cost to student: \$100 maximum.

TERI ROIGER, Adjunct Teacher of Jazz Voice (Instructor)  
JAFFE (Sponsor)

Teri Roiger is an Adjunct Teacher of Jazz Voice at Williams College, and a professional singer, pianist and lyricist. For more info go to her WebSite at [www.teri-roiger.com](http://www.teri-roiger.com) American jazz vocalist, pianist and lyricist Teri Roiger has succeeded in keeping the music of Theolnious Monk alive since his death in 1982. Teri Roiger and John Menegon's latest CD, *MISTERIOSO*, featuring jazz legends Jack DeJohnette and Kenny Burrell, is titled after Monk's much-loved composition, now given lyrics by Roiger, with the rarely-given permission of Monk's family, and retitled *Listen to Your Soul*.

### MUS 014 Congolese Music and Dance

This course will provide students with the opportunity to learn to perform selected music and dance forms from the Republic of the Congo (Brazzaville) and will culminate in a concert. Students will work closely with guest artists, Titos and Biza Sompá, both renowned masters of Congolese music and dance, as well as with Williams faculty. Students will have the opportunity to drum, dance, sing, and play marimba. In addition to acquiring performance skills, students will study the history and cultural context of the music and dance forms that they learn to perform. This course is open to students at a beginning as well as an advanced level in either music or dance. Each student's performance level will be assessed at the beginning and at the end of the course.

Evaluation will be based in part on improvement in performance skills and in part on a 5-page paper. Students who do not wish to be evaluated on their performance skills may write two five-page papers instead. Students may not miss the final performance or more than one class and pass this course. Enrollment limit: 25.

Meeting time: mornings and afternoons; Beginning Drumming and Dance Tuesday & Thursday 10a.m.-2p.m., Advanced Drumming and Dance Monday & Wednesday 4-6:30p.m., and Friday 4-6p.m., Advanced Marimba Tuesday & Thursday 4-6:30p.m. Additional rehearsals scheduled as needed especially during the final weekend before concert.

TITOS and BIZ SOMPA, AGYAPON, E. BROWN, and S. BURTON

### MUS 015 The Contemporary Singer/Songwriter

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.

In order to pass this course, each student will be expected to complete a minimum of two songs, both music and lyrics. One of these songs will be presented during the final performance, preferably by the student. If not, the student must arrange for someone else in the class to assist him or her. Also, a 2-page paper will be passed in on the last day of class.

No prerequisites, although students with musical backgrounds and the ability to play an instrument may be given preference and should email the instructor (Bernice.Lewis@williams.edu). Enrollment limit: 15.

Meeting time: mornings, Tuesday, Wednesday and Thursdays for two-hour sessions.

Cost to student: \$75 for books and xeroxing costs.

BERNICE LEWIS (Instructor)  
KECHLEY (Sponsor)

Bernice Lewis is an accomplished singer and songwriter who has performed her work throughout the country. She lives in Williamstown and has released five recordings of original material.

### MUS 021 Individual Vocal and Instrumental Instruction

*Can only be taken IN ADDITION to a regular WSP course. CONTACT THE MUSIC DEPARTMENT ABOUT SIGNING UP FOR THIS COURSE!!!*

Individual lessons in voice, keyboard and most orchestral instruments offered during Winter Study. Four lessons, given at approximate one week intervals (TBA). Student is expected to practice at least two hours per day. All individual instruction involves an extra fee which is partially subsidized by the department. For further information and guidelines, or to secure a contract for lessons, see the Department Chair, David Kechley.

Prerequisites: permission of Department Chair and Instructor.

Cost to student: \$100.

STAFF

### MUS 031 Senior Thesis

To be taken by students registered for Music 493, 494.

## Winter Study Program

### NEUROSCIENCE

#### **NSCI 018 The Mind of a Poet: The Psycho-Biological Bases of Creativity (Same as Biology 018 and Psychology 019)**

(See under Biology for full description.)

#### **NSCI 031 Senior Thesis**

To be taken by students registered for Neuroscience 493-494.

### PHILOSOPHY

#### **PHIL 010 German Cinema (Same as English 028 and German 010)**

This course will take a broad look at German cinema. We will begin with an intensive study of the 'golden age' of German film - Weimar cinema, a period which includes such classic films as Fritz Lang's *Metropolis* and M. F.W. Murnau's *Nosferatu* and *Faust*, Robert Wiene's *Das Cabinet des Dr. Caligari*, Josef von Sternberg's *Das Blaue Engel*, and many, many more. In addition to viewing many of these films, we will look at some of the classic literature on the period, including the now notorious readings offered by Siegfried Kracauer and Lotte Eisner. The class will pay particular attention to the various genres that span the length of German cinema including Berg- and Heimatfilme, Strassenfilme, Problemfilme, and Trümmerfilme. This study of genres will propel the class forward chronologically to explore other periods including National Socialist films (e.g., Riefenstahl) and New German Cinema (e.g., Fassbinder, Herzog, Schloendorff). *All films will be in German with English subtitles. All reading and discussion will be in English.*

WILBERDING

#### **PHIL 011 Why New Englanders Eat What They Eat (Same as American Studies 011 and History 019)**

Have you ever wondered why the food of New England is sugary and bland: is it the people, the land, the economy? Do New Englanders like their diets or are they forced into them? This course will investigate these kinds of questions by looking at the political, economic, cultural, and climatic factors that have shaped the diet and culture of New Englanders.

We will begin our course by learning about the ecology and culture of food developed by Native Americans: how did they hunt, gather and farm, and how did their methods of procuring food form their relationship to nature and to each other? Then we will consider the diet of the first European settlers and their interaction with Native Americans. Issues such as differing uses of the land, what was considered by the term "property," and what was being sold by the Native Americans to the settlers will be considered. Next we will examine how food was used to try to socialize the next wave of immigrants to New England and how women used food to gain entrance to higher education, which also opened the door to science in food. Finally we will look at international issues such as genetically modified foods, the economic and cultural impact of agribusiness, over-fishing the seas and pollution as it relates to our food. We will enjoy a historically accurate demonstration of life in the 1700's at Historic Deerfield and a guest speaker. The reading list will include: *Change in the Land*, William Cronon; *Unredeemed Captive*, John Demos; *Cod*, Mark Kurlansky; *Perfection Salad*, Laura Shapiro; *Runaway World*, Anthony Giddens.

Requirements: a 10-page essay on a topic of your choosing.

No prerequisites. *Enrollment limit: 16.*

Meeting time: afternoons.

Cost to student: \$50-\$100 for books.

ROBIN LENZ MACDONALD (Instructor)  
A. WHITE (Sponsor)

Robin MacDonald received her B.A. and M.A. in Political Science from UC Berkeley. She has written several articles about "food and its history" and has extensive experience in her field.

#### **PHIL 016 Civil Rights Law (Same as Political Science 016)**

This course will examine contemporary civil rights law including application of constitutional and statutory law to modern civil liberties issues.

The course will address discrimination, employment, privacy, sexual harassment, ethnic profiling and police misconduct issues. The course will emphasize analysis of cases, statutes and related legal materials.

The class will begin with an introduction to legal research principles including traditional and electronic legal research. Students will analyze appellate court decisions and related materials, primarily U.S. Supreme Court decisions and select federal statutes including the Americans With Disabilities Act and the Civil Rights Act of 1964. Most of the class time will be devoted to discussion of the cases and statutes. This course will be helpful to students contemplating law school.

Requirements: a ten page research paper addressing a civil rights topic to be decided by student and instructor. A summary of the research project will be orally presented by each student at the end of the course. Evaluation will be based on the analysis of a student paper, class participation and the final presentation.

## Winter Study Program

No prerequisites, although an interest in civil rights issues is recommended. *Enrollment limit: 20. Preference given to juniors and seniors.*

Meeting time: mornings.

Cost to student: \$65 for materials.

J. MICHAEL MCGUINNESS (Instructor)  
A. WHITE and A. WILLINGHAM (Sponsors)

J. Michael McGuinness is a practicing civil rights lawyer and has lectured and published heavily in the civil rights field. Mr. McGuinness has litigated a broad variety of civil rights cases before trial and appellate courts including the U.S. Supreme Court.

### **PHIL 025 History and Philosophy of Biology: The Galapagos Islands (Same as Biology 025)**

"If there is the slightest foundation for evolution, the zoology of the Galapagos will be well worth examining..." Charles Darwin

On September 16, 1835, the HMS Beagle, with young Charles Darwin as the boat's naturalist, reached the Galapagos Archipelago, a cluster of islands on the equator, 600 miles west of South America. During his five weeks in the Galapagos, Darwin found distinct types of giant tortoises in different islands, land and marine iguanas, thirteen different types of finches whose beaks were modified to different sub-environments on the islands, and discovered many plant and animal species found nowhere else on earth. His ground-breaking theory of evolution by natural selection took shape on the islands, and the major evidence provided for it in *The Origin of Species*, published some 20 years later, comes from Darwin's Galapagos notes and diaries. After a long period of neglect, in 1959 the Galapagos islands became Ecuador's first National Park; in 1978, UNESCO declared the Islands a World Heritage Site, of unique and universal significance for our world and our science.

Aims of the course: The Galapagos Islands provide an unique opportunity to understand science as a dynamic process, focused on nature but influenced by human needs, desires and institutions. The Islands occupy an important place in the history of science: after the evidence of adaptation they provided, young Darwin was "... almost convinced (quite contrary to the opinion I started with) that species are not (it is like confessing a murder) immutable." We will examine the concept, nature and strength of evidence in evolutionary biology, with the implied comparison with the nature of evidence in other scientific fields. Simultaneously, we will discuss the relationship between scientific theories and a larger intellectual (religious, political) context of the time, following the same line of thought to the present day, in the tensions between 'pure' scientific research at the Darwin Station, the conservation efforts, and "ecotourism," sometimes understood as a form of popularization of science, and sometimes as a new form of exploitation of the environment. In order to pursue these general questions in depth, we will undertake a detailed study of the Galapagos islands, focusing on the following specific topics: Charles Darwin and the voyage of the Beagle; formation and geology of the Galapagos islands; Galapagos sea birds; Darwin's finches and other land birds; reptiles of the Galapagos; sea mammals of the Galapagos; plants of the Galapagos; and human history in the Galapagos.

Tentative itinerary: The trip will probably take 11 days: one full day of travel on each end, a full day in Quito, Ecuador's capital in the Andes, and a 7-night cruise in the islands. Following our tour of old Quito, we will travel about 45 minutes north of the city to spend an afternoon at the equator. The next day, we will fly to the Galapagos island of Santa Cruz, where we will board a boat. Our first important stop will be at the Charles Darwin Research Station, which develops and supports various international research projects, and advises the Ecuadorian government on minimizing the impact of tourism on the islands. It contains a national-park information center and a museum. The station is also an tortoise breeding and rearing center, where tortoise of different subspecies are prepared to be reintroduced back to their natural habitat. After leaving Santa Cruz, we will cruise for 7 days among the islands, visiting Baltra, Genovesa, Espanola, San Cristobal, Bartolome, Santiago, Isabela and Fernandina, finally returning to Santa Cruz. Each day will include a morning and afternoon excursion, during which we will walk along trails and experience first-hand the islands' amazing wild life. Our daily discussions will take place after dinner. There will also be ample opportunity for swimming and snorkeling with Galapagos sea-lions, beautiful fish, sea turtles, and penguins.

Requirements: this course falls into three parts: preparation for the trip, the trip itself, and work after our return. In general, each student will be responsible for a segment of the course, and required to participate in joint activities. Specifically: before departure, there will be 10 contact hours, during which we will set the main aims and methodology of the course, start our discussion of Darwin's seminal work, *The Origin of Species*, and see an introductory video of the Galapagos islands. Students should count on doing 20-30 additional hours of research and reading. During the trip, each student will: (a) give an on-site presentation, prepared in Williamstown; (b) serve as the source for a particular area of information (for example, geology of the islands, giant tortoises, land and marine iguanas, etc.); (c) participate in daily discussions of the assigned readings and the day's itinerary; and (d) collect documentation for the final class project (drawings, photography, film, naturalist diary...). Upon return to Williamstown, each student will submit a 5-7 pages long paper, and contribute to the

### Winter Study Program

production of the class project, to be displayed on the last day of Winter Study in Goodrich Hall. Cost to student: approximately \$3000-\$4000. The costs include all airfare, hotels, meals, boat cruise, Ecuadorian fees and taxes, cancellation insurance, and books.

MLADENOVIC

#### **PHIL 031 Senior Thesis**

To be taken by students registered for Philosophy 493-494.

### PHYSICS

#### **PHYS 010 Light and Holography**

This course will examine the art and science of holography. It will introduce modern optics at a level appropriate for a non-science major, giving the necessary theoretical background in lectures and discussion. Demonstrations will be presented and students will make several kinds of holograms in the lab. Thanks to a grant from the National Science Foundation, we have 7 well-equipped holography darkrooms available for student use.

Evaluation will be based on regular attendance, completion of 4 laboratory exercises, and a holography laboratory project or a 10-page paper. Attendance at all classes and labs is required for a passing grade.

No prerequisites. *Enrollment limit: 30. Preference given to students with no previous college course in physics more advanced than Physics 100.*

Meeting time: mornings; 3 times per week for lecture and discussion—afternoons; 2 times per week for lab. Toward the end of the course, classes will be mainly laboratory.

Cost to student: approximately \$50 for holographic film, chemicals, and photocopies.

BOLTON and FORKEY

#### **PHYS 012 Meet the Right Side of Your Brain: Drawing as a Learnable Skill (Same as ArtS 019)**

Representational drawing is not merely a gift of birth or a magical ability granted by angels, but a learnable skill. If you ever wanted to draw, but doubted you had the ability or believed you could not learn, then this course is for you. This intensive course utilizes discoveries in brain research to teach representational drawing. By using simple techniques and extensive exercises you will discover and develop the perceptual shift from your symbol based left hemisphere to your visually based right hemisphere. This cognitive shift enables you to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, self-portrait, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field.

Requirements: keeping a sketchbook recording of progress, attendance and participation in all sessions, and a final project.

No prerequisites—students need no previous artistic experience, just the willingness and desire to learn a new skill. *Enrollment limit: 30 (two sections of 15). Preference given to juniors and seniors.*

Meeting time: afternoons; 3 times per week (about 10 hours lecture and group exercises) with substantial additional independent student work.

Cost to student: approximately \$15 for text and drawing materials.

STELLA EHRLICH (Instructor)

MAJUMDER (Sponsor)

Stella Ehrlich holds an MFA in painting from Bennington College. She teaches drawing at Bennington and other local colleges. She has had solo exhibits from Rutland, VT to Dallas, Texas to Mobile, Alabama.

#### **PHYS 013 Automotive Mechanics**

The purpose of this course will be to provide an understanding of the basic function of the major components of the modern automobile. Through lectures, demonstrations, and hands-on experience, individuals will learn basic maintenance of an automobile. In addition, students will be expected to study in depth one of the major automotive systems which include carburetor or fuel-injection systems, the lubrication and cooling stem, the electrical system, the steering, brake and suspension system, and the power train for both manual and automatic transmissions.

Requirements: attend class regularly, read assigned material from the text, actively participate in work at the garage, and pass written midterm and final examinations.

No prerequisites. *Enrollment limit: 30. Preference given to seniors. The class will be broken into three sections for lab work.*

Meeting time: mornings; 3 two-hour sessions per week for classroom instruction. In addition, students will meet at the Flamingo Motors in Williamstown one evening each week for practical demonstrations and hands-on activity.

Cost to student: approximately \$45 for text.

MICHAEL FRANCO (Instructor)

MAJUMDER (Sponsor)

Michael Franco is the owner of Flamingo Motors in Williamstown

**PHYS 015 Electronics**

Electronic instruments are an indispensable part of modern laboratory work throughout the sciences. This course will cover the basics of analog electronic circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. This course will be a mixture of lab, lecture, and discussion, providing ample opportunity for hands-on experience. In the last week, students will design and build a final project, or will write a 10-page paper.

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 104 or equivalent calculus—no prior experience with electronics is required. *Enrollment limit: 16.*

Meeting time: afternoons.

Cost to student: \$108 for two textbooks.

STRAIT

**PHYS 016 Teaching with Technology**

Explore the use of technology in the classroom using a variety of multimedia including Photoshop, Dreamweaver, iMovie, Flash, presentation software, multimedia hardware, and data projection to communicate and teach ideas and concepts effectively. Other topics include copyright issues in education, project planning, and developing alternative presentation plans in case of hardware failure. This course will include practical hands on workshops, assignments, and readings, leading to the development of a professional electronic portfolio. Supervised lab sessions and group critiques will provide feedback on student work. The final products will be publicly presented at the end of the course. Evaluation will be based on the completion of assignments and a class presentation of the electronic portfolio with attention to content, effort, and development of the work. Attendance and participation will also be taken into account.

No prerequisites. *Enrollment limit: 10. Preference given to students who have an interest in teaching.*

Meeting time: mornings; 3 two-hour blocks per week with extra supervised-lab times scheduled in accordance with our needs. Most of the development of the electronic portfolio will be completed outside of class.

Cost to student: none.

TREVOR MURPHY and MIKA HIRAI (Instructors)  
MAJUMDER (Sponsor)

Trevor Murphy and Mika Hirai are Instructional Technology Specialists for the Office for Information Technology at Williams College. Trevor Murphy has a MS in Scientific and Technical Communication from Oregon State University. Mika Hirai has an MA in Japanese Pedagogy and also in Instructional Design and Technology from the University of Iowa. Together they have 12 years of teaching experience.

**PHYS 022 Research Participation**

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Students will be required to keep a notebook and write a five-page paper summarizing their work. Those interested should consult with members of the department as early as possible in the registration period or before to determine details of projects then expected to be available.

Prerequisites: permission of instructor. *Enrollment limit: 1 or 2 per project.*

Meeting time: to be arranged with instructor.

Cost to student: none.

T. MAJUMDER and members of the department

**PHYS 031 Senior Thesis**

To be taken by students registered for Physics 493, 494.

**POLITICAL ECONOMY**

**POEC 031 Honors Thesis**

To be taken by students registered for Political Economy 493.

**POLITICAL SCIENCE**

**PSCI 010 Film as Radical Political Critique (Same as English 029)**

Films has long been used as a medium for conveying political views and ideologies, and for exploring social injustice and political scandal. In this course, we'll screen a wide range of early and more recent films and documentaries whose primary object is to convey a particular political viewpoint or to offer a pointed critique of prevailing social, political, or economic arrangements. Special attention will be paid to the ways in which film has been used to shift prevailing opinions and beliefs about particular political systems. Some of the films we may view include Eisenstein's *The Battleship Potemkin*

### Winter Study Program

(1925) and *October, or 10 Days that Shook the World* (1928), Chaplin's *Modern Times* (1936), Mulligan's *To Kill a Mockingbird* (1962), Frankenheimer's *The Manchurian Candidate* (1962), Pontecorvo's *Battle of Algiers* (1965), Sembene Ousmane's *Black Girl* (1965), Palcy's *Surgarcane Alley* (1983), Gilliam's *Brazil* (1985), Kusrurica's *Time of the Gypsies* (1989), Yimou's *Raise the Red Lantern* (1992), Schepisi's *Six Degrees of Separation* (1992), and Nair's *Salaam Bombay* (1989).

Requirements: reading assignments, class participation, one oral presentation on a film, and a 10- to 12-page final paper.

Enrollment limit: 25. Preference given to Political Science majors.

Meeting time: afternoons; Monday, Tuesday, Wednesday 1-3p.m. Some additional evening screenings.

Cost to student: none.

M. DEVEAUX

### PSCI 011 Violence, Testimony, and the Culture Wars: Speaking, Truth, and Power (Same as American Studies 011)

This course is about how the experience of genocide and other forms of state-sponsored mass murder is given narrative form by those who survive it, and about the expectations or demands that shape readers', and in particular American readers', responses to such testimony. We will consider some accounts by survivors of the Shoah or Holocaust. We will engage related, but more philosophical work on the problems of testifying about suffering and violence. Our central case study, however, will be of Nobel Peace Prize-winning activist and author Rigoberta Menchú, whose narrative of life and struggle in Guatemala, *I, Rigoberta Menchú*, has been celebrated by some as a classic account of indigenous resistance to oppression and challenged by others as systematically distorted and fundamentally dishonest. In exploring this case, we will learn something about both the civil war in Guatemala of which Menchú writes and the Latin American testimonio tradition on which she draws, and we will make sense of how and why this particular book and author came to play such a prominent role in the "culture wars" that marked U.S. intellectual and political life in the nineties. Though we concentrate especially on one particular battle in those conflicts, the goal is to come to understand broader problems of speaking, truth, and power in the Americas.

Evaluation will be based on class participation and a 10-page paper.

Enrollment limit: 15. Preference given to those with prior work in Political Science, American Studies, or Latin American Studies.

Meeting time: mornings; Monday, Wednesday, Thursday 10 a.m.-noon.

Cost to student: approximately \$75 for books.

REINHARDT

### PSCI 012 Hollywood's Version of Politics

This course will include the showing of several movies based on important aspects of political life in America. Each movie will also be followed by a class discussion of the political theme depicted and its relevancy to political events today. The movies shown will be: *Inherit the Wind* (based on the Scopes trial) and its relevancy to the politics of today's Christian right, *Advise and Consent* (a story of congressional machinations over presidential appointments) and today's congressional handling of such appointments, *The Candidate* (a satirical depiction of the hypocrisy and complicity in the American political world), and today's political world, *The Last Hurrah* (loosely based on Boston's past, great political machines) and what constitutes political machines today. And if time permits either or both *All the President's Men* (the story of politics and the press) or *Wag the Dog* (the story of a fabricated war as a cover for a presidential sex scandal).

Evaluation will be based on classroom participation, completion of assignments, attendance, and a 10-page paper.

No prerequisites. Enrollment limit: 20. Preference given to Political Science majors.

Meeting time: afternoons; 2 three-hour sessions per week.

Cost to student: none.

ROBERT JAKUBOWICZ (Instructor)  
JACOBSON (Sponsor)

Robert Jakubowicz served in the Massachusetts legislature. His political experience also includes 10 years as a local and county elected official and participation in national political campaigns. His political commentaries appear bi-monthly in the *Berkshire Eagle*. His columns have also appeared in the *Boston Globe*, *Boston Herald*, the *New England Bedford Standard Times*, and the *Cape Cod Times*.

### PSCI 013 European Integration, Globalization and International Business

The intent of this course is to increase appreciation of the course of European integration. The continuing effort of western European countries to develop an ever-closer economic and political union represents the most advanced case of globalization and international cooperation. The European Union (EU), founded in 1956 to foster economic development as well as avoid a third World War, has in the last few decades formed a common market, expanded to 15 members (and is set to increase to 25), and introduced a common currency. Its convention has already submitted a set of recommendations that will lead to further political as well as economic integration. These efforts have been spurred by instant communication, rapid transportation, and increased competition. What opportunities and chal-



## Winter Study Program

allenges does the emergence of the EU present to Europe—and the United States?

This seminar-style course depends upon the active participation of each student.

Requirements: a 10-page paper (a case study or an international trade topic on a subject to be decided upon with the instructor), class preparation by studying assigned readings and participate actively in class discussions.

No prerequisites. *Enrollment limit: 15. Preference given to Political Science majors.*

Meeting time: afternoons.

Cost to student: none.

SAMUEL HUMES '52 (Instructor)

JACOBSOHN (Sponsor)

Mr. Humes '52 is a former Professor and Director of Boston University in Brussels, Belgium and a Partner, Management Development International (MDI), Belgium. Formerly associated with Centre for European Studies (1988-1999), he has published numerous books and articles.

### **PSCI 014 Objective Journalism During Times of Conflict (Same as English 029)**

Can a newspaper editor or reporter from a nation fighting terror separate their patriotism and be members of a medium whose goal it is to reveal the truth, report objectively and let the reader judge for him or herself? This class will follow personal experiences of two Israeli journalists, Aviva Lori and Shlomo Papirblat, through major recent events in the Middle East such as the current Intifada, the war in Lebanon, military reserve duty and many other current topics. Students will examine actual journalistic dilemmas of the instructors and discuss their perspective vis-à-vis the reality of the situation. Topics for discussion include whether a governing body can require journalists, during times of national peril, to favor national interest and potentially compromise their journalistic integrity. Can a true democracy restrict and regulate press coverage during times of emergency? What is the influence of the international media on the political developments in a contiguous region? And how much should political leaders consider the influence of the media on the success or failure of their planned political strategy? A central question will be whether journalism is just another profession or is a journalist an intermediary between the public and the decision-makers and thus partake in the evolution of national events? In addition, the course will address the foreign press coverage of events and will question whether a foreign correspondent, who is not familiar with the local language and culture and the complexities of the local realities, can report in a manner that conveys the whole picture. Evaluation will be based on a final 10-page paper.

No prerequisites. *Enrollment limit: 30.*

Meeting time: afternoons; Monday, Wednesday, Friday 2-4 p.m.

Cost to student: none.

AVIVA LORI and SHLOMO PAPIRBLAT (Instructors)

JACOBSOHN (Sponsor)

Aviva Lori is a senior journalist at Haaretz daily newspaper. Shlomo Papirblat is the International News Editor-In-chief at the daily Yediot Acharonot newspaper.

### **PSCI 015 The Development of Inuit Art**

Inuit art (which includes the following genre of art: sculpture, graphic arts, as well as jewelry, wall hangings, pottery and other modes) is a very modern development. It can be dated very precisely to the early 1950s. Since that beginning it has gained world-wide attention. There are galleries of Inuit art not only through out Canada and the United States but also Europe and Asia. Inuit art is included in the collections of major museums throughout the world. The production of Inuit art developed in response to the sudden change in Inuit life from nomadic subsistence in the norther arctic regions of Canada to fixed settlements on Baffin Island and areas around Hudson Bay and the consequent need to create a cash based economy. The course will cover the development of Inuit art focusing on the major centers (Cape Dorset, Baker Lake, Arviat, etc.), the major artists (Kenojuak, Oonark, George Arlook, Latcholassie, Parr, Pauta, etc.) and the major forms of sculpture and print making. The changing character of Inuit life and governance (the Canadian government recently completed a major re-constitution granting much of the people of the arctic north autonomy as a self-governing region called Nunavut. In addition to the technical development of the art, its history and the biography of the major artists, we will be exploring the cultural context of Inuit art to the Inuit as well as to the international market.

Requirements: assigned readings and a 10- to 15-page paper assignment with students choosing from the following topics: a study of a particular work of art, the work of a particular artist, some aspect of Inuit life or politics, or economic analyses (e.g., using Inuit art auction results over the years). There will be visiting lectures by major Inuit art dealers.

No prerequisites. *Enrollment limit: 25.*

Meeting time: three classes per week.

Cost to student: approximately \$50 for course readings.

MARCUS

### **PSCI 016 Civil Rights Law (Same as Philosophy 016)**

(See under Philosophy for full description.)

## Winter Study Program

### **PSCI 017 Film and Politics in Mexico**

With the international success of movies such as *The Crime of Padre Amaro* and *Amores Perros*, Mexican films are getting notice again. The story of this industry is actually longer and more politically complicated than it may seem today. This course offers a history of Mexican post-Revolutionary politics through film, with special attention to the “golden age” of the late 1940’s and early 1950’s, the figure of Cantinflas, the economics and politics of the different genres of film in Mexico, and the recent resurgence of high-quality feature-length movies that combine international influences with aspects of the locally established genres.

Evaluation will be based on class participation and a 10-page paper.

No prerequisites, but a knowledge of Spanish is an advantage. *Enrollment limit: 15. Preference given to Political Science majors and students of Latin American Studies.*

Meeting time: afternoons, plus film viewing time.

Cost to student: none.

MAHON

### **PSCI 019 Justice and Public Policy (Same as Leadership Studies 019)**

(See under Leadership Studies for full description.)

### **PSCI 021 Power, Authority and Decisionmaking in the Public Sector**

This course is an internship experience in which students both work in and analyze governmental and related nongovernmental organizations. The goal of this course is to develop the ability to analyze power, authority and decisionmaking in public organizations; in short, to better understand leadership. Students may have internships in government and nonprofit organizations. They may have internships in for-profit organizations if the internship involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices such as environmental agencies or housing authorities; interest groups that lobby government such as the Chamber of Commerce or the ACLU; and nonprofit organizations such as think tanks or service providers. The instructor will work with each student to arrange an internship, and such arrangements must be made in advance of the Winter Term. Students are expected to spend the better part of the day, five days a week, with the organization. Each student’s internship mentor shall send a confirmation letter to the instructor verifying the internship and describing the nature of the work to be performed by the intern. All students will read a few short articles and engage in on-line discussion with other students about the issues raised in these articles in relation to their internship. All students are expected to maintain weekly contact with the instructor. A group meeting of all students will occur after winter study to discuss experiences.

Requirements: internship work, participation in on-line discussion, and a 10-page paper analyzing issues of power, authority, and decisionmaking in the organization. Evaluation will be based on the mentor’s assessment, participation in discussions, and the paper.

*Enrollment limit: 15. At the time of registration, interested students should send a brief resume and letter of interest to Professor Johnson.*

Cost to student: \$5 for readings, transportation costs to and from internship site.

C. JOHNSON

### **PSCI 030 Senior Essay**

To be taken by students registered for Political Science 491 or 492.

### **PSCI 031 Senior Thesis**

To be taken by students registered for Political Science 493-494.

### **PSCI 032 Individual Project**

To be taken by students registered for Political Science 495 or 496.

## PSYCHOLOGY

### **PSYC 010 Mental Illness in Film**

This course examines the depiction of mental illness and the therapeutic process on the silver screen. How do films influence our perceptions of normality and abnormality? How do they shape our beliefs about the causes of mental illness, as well as our expectations about the content and process of treatment? Films have the potential to serve a variety of functions, ranging from a form of advocacy for the mentally ill to a mechanism for furthering stigma and intolerance. In this course, we will sample a variety of powerful films (both contemporary and classic) representing multiple perspectives on mental illness. Some of the films to be viewed include: *One Flew Over the Cuckoo’s Nest*, *Frances*, *Basic Instinct*, and *The Three Faces of Eve*.

During the first half of the course we will view films as a group, explore their explicit and implicit messages about mental illness, and contrast their media portrayal with first person accounts. In the second half of the course, students will focus their attention on a clinical disorder of personal interest. Students will view a film that pertains to that disorder, and compare the cinematic depiction with more “real-world” clinical manifestations as described in a first person account or in current research literature. Students will present their projects to the larger group during the final week of winter study. Evaluation will be based on class participation and a 10-page research paper.

Prerequisites: Psychology 101. *Enrollment limit: 15.*  
Meeting time: afternoons.  
Cost to student: none.

M. SANDSTROM

**PSYC 011 Rat Olympics**

Behaviorism is a school of psychological thought founded on the idea that the expression of a particular behavior is the consequence of stimulus-response experiences. For example, the behaviorist might argue that people engage in particular behaviors because doing so has been associated with reinforcement in the past. Over the course of Winter Study, we will read classic writings from the founders of Behaviorism (e.g., John Watson, B.F. Skinner) and we will consider ways in which these principles apply to our everyday lives. Students will use behaviorist principles to modify human behavior. We will also use these principles to train rats to perform amazing feats. The course will culminate in a "Rat Olympics" in which the success of the conditioning efforts will be assessed in head-to-head competition of conditioned animals.

Evaluation will be based on a written report of their experiences conditioning a change in human behavior as well as a written report of the conditioning methods used in training their rat Olympians. The Olympics will be held on the final day of Winter Study.

No prerequisites.

Meeting time: mornings; Monday, Wednesday, Friday 10 a.m.-noon. Extensive time will be spent outside of class working on the assigned projects (conditioning changes in human behavior and conditioning rats).

Cost to student: none.

N. SANDSTROM

**PSYC 012 Dreams, Problem-Solving and Self-Understanding**

In this course, students will learn how paying attention to nighttime dreams can help solve daytime problems and lead to increased self-understanding, in support of living a more satisfying and creative life. These benefits of working with dreams will be illustrated through assigned readings, then brought to life in class, where students will discuss the readings, as well as share and work with their own dreams. A variety of skills for understanding dreams will be taught and practiced, covering the perspectives of many schools of thought in the history of dream interpretation.

Evaluation will be based on a final research paper and classroom discussion of assigned readings. Participation in discussion of dreams will also be taken into account.

Requirements: assigned readings and Internet search, and keeping a dream journal for the duration of the winter session.

No prerequisites. *Enrollment limit: 20. Preference is first come-first serve.*

Meeting time: mornings; 3 two and a half hour classes per week.

Cost to student: approximately \$50 for books.

NANCY GRACE (Instructor)  
G. GOETHALS (Sponsor)

Nancy Grace, M.A., has been teaching about dreams for over 10 years. She has done research and published articles with sleep and dream researcher Ernest Hartmann, M.D., and has trained extensively in the group dreamwork process with Jeremy Taylor, D.Min., and also with Montague Ullman, M.D. She is on the board of directors of the International Association for the Study of Dreams, and on the faculty of the New England Dreamwork Institute.

**PSYC 014 The Science of Deception (Same as Mathematics 015)**

(See under Mathematics for full description.)

**PSYC 015 Principles of Psychotherapy**

Outlining the principles underlying the "talking cure", this course represents the kind of overview of psychotherapy the instructor wishes he had received as an undergraduate. Topics covered will include the particular arrangements for therapy, how they differ from other social situations, the initiation of therapy, and principles of transference, counter-transference, personal history investigation and interpretation. Of particular interest will be to describe how, during psychotherapy, persons change. By using both imagined therapy dialogues and published student autobiographies, efforts will be made at each stage to illustrate ways in which the general principles work out in practice. For the course paper, students will be asked to describe an issue of concern in the student's own experience and to imagine how a therapist might collaborate in working on that issue. At the end of the course the instructor will discuss each paper individually with each student.

Requirements: readings, class discussion, and a 10-page paper.

No prerequisites. *Enrollment limit: 10. Preferences given to juniors and seniors.*

Meeting time: mornings.

Cost to student: approximately \$25.

RICHARD Q. FORD (Instructor)  
G. GOETHALS (Sponsor)

Richard Q. Ford received his Ph.D. in Clinical Psychology from the University of Chicago in 1970. He was, for twelve years, on the medical staff on the Austen Riggs Center in Stockbridge, Massachu-

### Winter Study Program

setts; for the past eighteen years he has been in the private practice of psychotherapy in Williamstown. He is co-author with Sidney J. Blatt of *Therapeutic Change: An Object Relations Perspective*.

#### **PSYC 016 The Examined Life**

"The unexamined life is not worth living." This ancient maxim gains contemporary meaning in the context of the burgeoning field of behavioral health with its emphasis on the integral role of self-awareness to physical and psychological well-being. This course takes off from this premise and invites students on a journey of self-discovery and increased self-awareness. Through a variety of readings and presentations, the course will introduce central concepts of behavioral health such as mindfulness, learned optimism, and confronting vs. inhibition (our theoretical mentors being J. Kabat-Zinn, M. Seligman, and J.W. Pennebaker). The primary focus of the course, however, will be practical application rather than theoretical mastery and to facilitate an experiential engagement with these concepts in students' lives. A variety of in-class demonstrations and experiential exercises (e.g., expressive art work, guided visualization, meditation practice) will be used to foster students' personal integration of course content. A required field trip to the Kripalu Center will provide another kind of entry into the observation of mindfulness. The experiential process of self-discovery will include the subjective "lens" of working with dreams and personal journal activities augmented by the objective "lens" of self-administered instruments (e.g., Myers-Briggs, the Coping Style Inventory, and others) providing formalized information on one's personality and coping style, career interests, and aptitudes. At the end of this course, a student will know more about her/himself, the value of examined living in decreasing stress and increasing psychological health, and an array of ways to continue the journey of self-discovery.

Evaluation will be based on 1) class attendance and participation, 2) keeping a journal, both for first-hand experience of the value of writing as "confronting" and as a personal record of experiential exercises, dream work, etc. and 3) a final paper (10 pages) or project.

Prerequisites: students considering this WSP should note that the nature of some of the experiential exercises and group processing in class calls for modest levels of self-disclosure. Class participants can and may choose to "pass" in some instances, but most students find the exercises to be interesting and non-problematic. Some aspects of the course might be helpful to those students making transitions and/or decisions such as declaration of major, career choices, etc. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: approximately \$60 for books and psych test batteries.

JOHN MINER, MARGARET WOOD, and LUCILLE LARNEY  
and staff of Psychological Counseling Services (Instructors)  
G. GOETHALS (Sponsor)

John Miner, M.D., is currently Co-Director of the Psychological Counseling Service at Williams College. He received his M.D. from the University of Minnesota in 1975 and then trained in Family Practice in Duluth, Minnesota. He then worked as an Emergency Room physician in Rapid City, South Dakota, from 1977 -1982. He then did his Psychiatry Residency at Yale and came to the Berkshires in 1985 when he did a fellowship at the Austen Riggs Center, where he remained on the full time staff until 1994. He has been working at Williams for the past 5 years. He and the staff at the Psychological Counseling Service are very interested in promoting wellness and stress reduction within the campus community.

Margi Wood, LICSW, is Co-Director of the Psychological Counseling Service at Williams College. She has been a staff psychotherapist since 1993 and worked as a staff psychotherapist at Bennington College from 1988 to 1996. She has an MSW from SUNY-Albany and an M.A. in philosophy from Emory University. She and the staff of the Psychological Counseling Service are interested in fostering the values of psychological well-being and self-awareness within the College community.

Lucille Larney, Ph.D., is a consulting psychologist in the Psychological Counseling Services at Williams College. A Registered Art Therapist, she has a Masters in Art Therapy and Creativity Development from Pratt Institute. She received her Ph.D. in Counseling Psychology from SUNY-Albany. Her research interests include career development, wellness, and creativity.

#### **PSYC 017 Teaching Practicum**

Students interested in teaching may submit applications for a Winter Study assignment as a teacher's aide at Mt. Greylock Regional High School or at the Williamstown Elementary School. Those accepted will work under the supervision of a regular member of the teaching staff and submit a report on their work at the end of the Winter Study Period. This project involves a four-week commitment to full-time affiliation with the school. Interested students should consult before winter study registration with Professor Zaki, Bronfman 326. She will assist in arranging placements and monitor students' progress during the four-week period.

Criteria for pass include full time affiliation with the school and a final 10-page report. The final report should summarize the student's experiences and reflections as drawn from a daily journal.

## Winter Study Program

Prerequisites: permission of instructor. *Enrollment limited to number of places available at the two participating schools.*  
Cost to student: none

ZAKI

### **PSYC 018 Institutional Placement**

Students interested in a full time January placement in a mental health, social service or applied psychology (e.g., advertising, law) setting may consult with members of the Psychology Department to make appropriate arrangements. Students should first make their own contacts with an institution or agency. They should also arrange to obtain a letter from a sponsor at the institution who will outline and supervise the student's duties during January. The student must agree to keep a journal and to submit a final paper summarizing and reflecting upon the experiences outlined in the journal.

Requirements: satisfactory evaluation from the institutional sponsor and a 10-page final paper.

No prerequisites. *Enrollment limit: 20.*

Cost to student: none.

ZAKI

### **PSYC 019 The Mind of a Poet: The Psycho-biological Bases of Creativity (Same as Biology 018 and Neuroscience 018)**

(See under Biology for full description.)

### **PSYC 031 Senior Thesis**

To be taken by students registered for Psychology 493-494.

## RELIGION

### **REL 010 The Zen Monastic Experience**

This course combines the academic and experiential study of Zen Buddhism as it is lived and practiced in an authentic American Zen monastic setting. It will offer students a rare chance to spend a week at the Zen Mountain Monastery in Mt. Tremper, NY, in a specially-designed program introducing them to the basics of Zen monastic practice. Students will participate in the full monastic schedule, including group meditation practice in the mornings and evenings, liturgy, caretaking, interviews with a Zen teacher, and a traditional Zen lecture. There will also be a series of classes in the morning and afternoon. The morning classes will introduce students to the history and foundational teachings of Zen through the reading and discussion of the Platform Sutra of the Sixth Patriarch. In this way the morning classes will try to provide a critical context to help students place their experience in a historical, cultural, and ideological

perspective. The afternoon classes, taught by monastery staff, will introduce students to the basic elements of monastic practice (meditation, liturgy, work, interaction with teachers) as well as offer a "Zen" perspective on the text read in the morning class.

Founded over twenty years ago, the Zen Mountain Monastery is one of the most stable and successful Zen monastic communities in North America. It is distinguished by its highly articulated vision of Zen practice (as detailed in *The Eight Gates of Zen*) and its many-faceted instructional program in the arts, academic study, environment, etc. (see [www.mro.org/](http://www.mro.org/)). At the end of the week, students will also have an opportunity to visit the neighboring Tibetan Buddhist Monastery, Karma Triyana Dharmachakra ([www.kagyu.org/](http://www.kagyu.org/)), in Woodstock, NY, which should offer an interesting point of contrast in style. Required Texts: Philip Yampolsky, trans., *The Platform Sutra of the Sixth Patriarch* Daido John Looi, *The Eight Gates of Zen: Spiritual Training in an American Zen Monastery* Robert Buswell, *The Zen Monastic Experience*. This course will involve lectures, discussions, demonstrations and individual participation.

Schedule: Two classes will meet at Williams College in the week prior to the departure that will involve introductory lectures on the history and study of Zen and will serve as an orientation. There will also be two class meetings at Williams during the week following the return from New York.

Requirements: students will keep a daily journal and will be required to write a 7-8 page critical reflection on their experience (to be turned in at last class meeting). *Enrollment limit: 10-12 students*

Cost to student: approximately \$400 to cover all expenses for their stay at Zen Mountain Monastery (lodging, meals, and instruction). I would ask that Williams cover the cost of providing transportation to and from Mt. Tremper in New York.

ROBSON

### **REL 012 The Spirit and Practice of Yoga: Coming into Alignment**

This class provides an orientation to yoga and builds a foundation for an effective and rewarding personal yoga practice. Each class begins with centering and discussion of selected readings on Patanjali's Yoga Sutras, providing a historical, cultural, and philosophical background for yoga. The second part of each class is an extended yoga practicum where students will learn and refine yoga poses including standing poses, vinyasa (flow), inversions, abdominals, hip-openers, backbends, twists, forward bends, and restoratives. In this way the class develops lung capacity and builds strength, flexibility, and awareness. Students receive individualized attention on how to work with principles of alignment in their particular bodies, express poses with balanced energy, and embody heart qualities.

### *Winter Study Program*

Yoga training is complementary to sports, athletics, and dance, aids in classroom and study, gives tools for handling stress, and cultivates a sense of well-being and balance.

Evaluation will be based on attendance and participation in all classes and sessions, 4 three-page essays on Yoga Sutras; documentation of daily personal practice, and participation in public yoga demonstration.

No prerequisites. *Enrollment limit: 24.*

Meeting time: afternoons; Monday, Wednesday, Thursday 1:30-3:30p.m.

Cost to student: \$35 for Yoga Sutras, yoga mat, strap, block, and blanket.

NATASHA JUDSON (Instructor)  
DREYFUS and SHEEHY (Sponsors)

Natasha Judson, M.Ed. R.Y.T., has been practicing yoga for over twenty years and meditation for fifteen. She trained in Iyengar and Anusara yoga and is an affiliated Anusara yoga teacher. She practices meditation in Thai and Tibetan traditions and completed an internship in Mindfulness Based Stress Reduction at UMASS Medical School. She began teaching yoga in 1999 and currently offers classes through her business Sunflower Yoga in Williamstown, and at Frog Lotus Yoga, Southwest Vermont Supervisory Union school district, and Southwestern Vermont Health Care Women's and Children's Services.

### **REL 025 Explorations in Solidarity: A Meeting of Minds and Hearts in Rural and Urban Nicaragua**

This course will explore the lived realities of the hemisphere's second most impoverished nation, and the relevance of faith and religious community to the struggle for social justice. Students will reflect on these realities and struggles in the company of subsistence farmers, urban factory workers, and those working for progressive social change. The effects of an increasingly globalized economy, a series of natural disasters (most notably hurricane Mitch), and the changeable attentions of the developed world will be explored through conversations with ordinary people, using some of the methods of popular education and oral history. Significant attention will also be given to the efficacy of liberation theology and the base Christian community movement, as well as other influences, Christian, Marxist and neo-Liberal - on the material and spiritual well-being of Nicaraguan people. The experience of the course will include approximately one week of living (with minimal amenities) in a subsistence farming community; students will also attend a number of Christian religious services. (The course is open to students of any religious background or no affiliation.) Travels and encounters in Nicaragua will be facilitated by Elena Hendrick and Luis Aguirre of the Asociacion Kairos para la Formacion, an organization that links Christian communities north and south through solidarity toward the goal of transformed relationships. Throughout, students will be invited to enter as deeply as possible the story of Nicaraguans, and to reflect on their own stories as North Americans and the sometimes-volatile interaction between these stories. The goal is to begin to reflect on 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 - contrasted with the more familiar paradigms of national self-interest, on the macro level, and charity on the micro level.

Requirements: daily reflection sessions-for which a journal will be kept, attendance at three orientation sessions, approximately 250 pages of reading on Nicaraguan history and current political and economic situation prior to departure, participation in a group oral presentation to the college community upon return to Williamstown, and a final 10-page paper.

Prerequisites: conversational knowledge of Spanish, though not required, will be helpful. Willingness to live in physically demanding situations is essential. *Enrollment limit: 14 (expected: 8).*

Cost to student: \$1,800 (including all food, lodging, round-trip airfare from Miami, and in-country transportation). Students are individually responsible for the cost of travel to and from Miami at the beginning and at the conclusion of the program.

RICHARD SPALDING (Instructor)  
G. DREYFUS (Sponsor)

Rev. Richard Spalding is the Chaplain of the College.

### **REL 031 Senior Thesis**

To be taken by students registered for Religion 493 or 494.

## **ROMANCE LANGUAGES**

### **FRENCH**

#### **RLFR S.P. Sustaining Program for French 101-102**

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study period. There are three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

SPAAK and ARGIMON (Teaching Associates)

**RLFR 010 Asterix the Gaul: French Culture through the Prism of the Comic**

The longevity and popularity of the Asterix comic strip series over successive generations of French (and foreign) readers can be explained, in part, by its subtle and incisive rendering of Europeanism through caricature. This course will examine some of the most enduring texts in the Asterix saga as interpretations, first, of French culture and the way the French view themselves with respect to the rest of Europe and, second, of the way they view Europe in dialogue with French cultural norms. Such issues as “la patrie” (homeland), linguistic characteristics, the idea of France, French provincial distinctiveness, France’s view of homogeneous national character seen through its own cultural diversity, and the relationship of France to other specific regional cultures will be studied as a way not only of defining the nation’s historic legacy, but of coming to terms with the way it sees its place within the vision of the European Union. Among the texts to be studied will be *Asterix the Gaul*, *Asterix and the Banquet*, *Asterix and the Normans*, *Asterix in Corsica*, *Asterix in Britain*, *Asterix and the Goths*, *Asterix in Belgium*, *Asterix in Switzerland*. Analysis of the primary texts will be complemented by secondary cultural readings by prominent interpreters in French culture. Readings will be in English, but those students who wish to read the texts in the original French should make arrangements in advance with the instructor. *Conducted in English.*

Requirements: class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 10.*

Meeting time: mornings; 3 two-hour sessions per week.

Cost to student: books and reading packet only.

NORTON

**RLFR 012 Proust: In Search of Lost Time (Same as Comparative Literature 012 and English 024)**

(See under Comparative Literature for full description.)

**RLFR 030 Honors Essay**

To be taken by candidates for honors other than by thesis route.

**RLFR 031 Senior Thesis**

To be taken by students registered for French 493-494.

**ITALIAN**

**RLIT S.P. Sustaining Program for Italian 101-102**

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

NICASTRO

**SPANISH**

**RLSP S.P. Sustaining Program for Spanish 101-102**

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

RIOBÓO, BRAVO, and SERRALLER (Teaching Associates)

**RLSP 011 Jungle Fever: The Amazon in Literature and Film (Same as Comparative Literature 014, English 034 and Environmental Studies 022)**

Lost Eden? Green Hell? Imperiled eco-system? Cultural discourse on the Amazon jungle ranges from one extreme to the other, but it is almost always impassioned and imaginative. This course will examine modern mythologies of the Amazon in literature and film from Latin America, Europe and the US. We will explore representations of the Amazon in three major categories—tales of colonial adventure, the Spanish American “romance of the jungle” and contemporary environmental discourse—considering their differences and often surprising similarities. Guided by readings from eco-critics including Lawrence Buell and Candace Slater, we will probe the difficult relationship between representation and reality: why is it, for instance, that some of the most widely-held beliefs about Amazonia sharply diverge from the reality of the region? And perhaps more importantly, how do the words and images we use to describe the Amazon influence policy decisions that directly affect the people who live there?

Readings may include the work of Joseph Conrad, Horacio Quiroga, Alejo Carpentier, Mario Vargas Llosa, and Clarice Lispector. Films will include: *The Naked Jungle*, *Aguirre, the Wrath of God*; *At Play in the Fields of the Lord*, and *The Golden Serpent*. *Conducted in English.*

Requirements: active class participation and attendance, and a 10-page paper.

No prerequisites.

Cost to student: \$60 for books and photocopies.

J. FRENCH

### Winter Study Program

#### **RLSP 012 Contemporary Mexican Women Film-Makers (Same as Arts 017, English 035 and Women's and Gender Studies 012)**

Students in this course will have the opportunity to view and discuss a variety of films directed in Mexico during the last two decades, by prominent contemporary Mexican women film-makers such as María Novaro, Maryse Sistach, Alejandra Moya, Sabina Berman, Busi Cortes, Dana Rotberg, Guita Schyfer, Ma. Del Carmen Lara and others. This class will focus on how these women directors reconceptualize women's roles in Mexican society, propose multidimensional feminine characters, and articulate a new female/national identity. The widely varying accepted gender roles between cultures will be explored, and differences uncovered as to why this difference in expectations exists across the border between Mexico and the United States.

*This class will be taught in Spanish. The theoretical and background reading will be provided both in English and Spanish, however most of the films to be screened are in Spanish.* Students must prove proficiency in language either with Placement Test results or evidence of classes taken at required levels.

PAULINA SALAS-SCHOOFFIELD (Instructor)  
ROUHI and PODMORE (Sponsors)

Paulina Salas-Schoofield is resident of Oaxaca, Mexico. During the past 8 years she has taught courses on Mexican Culture and Spanish Language at the Language Center of the Benito Juarez University, the Canadian International College and the Instituto Cultural Oaxaca. Paulina Salas-Schoofield studied art history at the Instituto de Cultura Superior in Mexico City, and film studies at Edinburgh University.

#### **RLSP 014 Learning and Teaching Chemistry in Spanish (Same as Chemistry 012)**

(See under Chemistry for full description.)

#### **RLSP 030 Honors Essay**

To be taken by candidates for honors other than by thesis route.

#### **RLSP 031 Senior Thesis**

To be taken by students registered for Spanish 493-494.

### RUSSIAN

#### **RUSS S.P. Sustaining Program for Russian 101-102**

Required of all students enrolled in Russian 101-102. Three meetings per week, 50 minutes per session. Practice in speaking and comprehension based on material already covered as well as some new vocabulary and constructions. Designed to maintain and enhance what was acquired during fall semester, using new approaches in a relaxed atmosphere. No homework.

Regular attendance and active participation required to earn a "Pass." Open to all.

Meeting time: mornings; 9-9:50 a.m.

LANGUAGE FELLOW

#### **RUSS 025 Williams in Georgia (Same as Special 025)**

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian sculptor, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course students will write a 10-page paper assessing their internship experience.

No prerequisites. *Enrollment limit: 8. Knowledge of Russia or Georgia is not required.*

Cost to student: approximately \$2000.

CASSIDAY

#### **RUSS 030 Honors Project**

May be taken by candidates for honors other than by thesis route.

#### **RUSS 031 Senior Thesis**

To be taken by students registered for Russian 493-494.

### **SOCIOLOGY—See under ANTHROPOLOGY AND SOCIOLOGY**



## THEATRE

### **THEA 010 Giant Puppet Fauvel**

In this course we will create a giant puppet play based on a medieval source, the Roman de Fauvel. Derived from a 1310 manuscript by Gerard de Bus, the Roman de Fauvel was one of history's first "multimedia" productions, combining colorful artwork, poetry and abstract musical works into one carefully produced book. Fauvel is a strongly satirical work, and one of the artistic monuments of the late Middle Ages. The goal of this course is to transpose some of the varied and fascinating elements of the Fauvel illuminated manuscript into an original multimedia work involving music, spoken words, and large scale puppets, which we will present at the end of Winter Study Period.

Students may be involved in any or all aspects of the production: making puppets, masks, costumes, and props, painting backdrops, transposing and performing music, acting, lighting, and advertising. Evaluation will be based on class participation and attendance.

No prerequisites. *Enrollment limit: 20. Adventurous musicians, actors, and artists are especially encouraged to enroll.*

Meeting time: afternoons; Mondays and Wednesdays—but more frequently as the performance approaches.

Cost to student: \$25 for lab fee.

DOUGLAS PAISLEY (Instructor)  
BAKER-WHITE (Sponsor)

Doug Paisley impedes his work as a muralist and miniature painter (and studio art assistant at Williams) with a constant stream of immensely diverting musical and theater activities. He was Artistic Director of Williamstown's annual midwinter revels, Wassail, from 1992-2001, and is a co-founding member of the Early Muses, an ensemble devoted to the exploration and performance of Medieval and Renaissance music.

### **THEA 011 Theatre of the Body: A Transcultural Model for Physical Theatre Performance (Same as Japanese 011)**

(See under Asian Studies—Japanese for full description.)

### **THEA 012 Ensembles in Classic American Musical Theatre (Same as Music 012)**

(See under Music for full description.)

### **THEA 030 Senior Production**

May be taken by students registered for Theatre 491, 492 but is not required.

### **THEA 031 Senior Thesis**

May be taken by students registered for Theatre 493, 494 but is not required.

## WOMEN'S AND GENDER STUDIES

### **WGST 010 Sappho's Poetry in Greek: Eros the Sweet-Bitter (Same as Classics 010 and Comparative Literature 013)**

(See under Classics for full description.)

### **WGST 011 Breaking Ground: Women Architects in America (Same as ArtH 011)**

(See under Art for full description.)

### **WGST 012 Contemporary Mexican Women Film-Makers (Same as ArtS 017, English 035 and Spanish 012)**

(See under Romance Languages—Spanish for full description.)

### **WGST 013 Gender and Science Fiction (Same as English 013)**

[wsp/engl013.html](http://wsp/engl013.html) (See under English for full description.)

### **WGST 014 Fictionalizing the Artist: Genius and Gender in Films about Artists (Same as ArtS 014)**

(See under Art for full description.)

### **WGST 015 Latina and Latino Migration Stories: Puerto Rico Women Write (Same as English 037 and History 012)**

(See under History for full description.)

### **WGST 016 Preliminary Introduction to American Sign Language (Same as Special 016)**

(See under Special for full description.)

### **WGST 017 Women and Development (Same as Economics 012)**

(See under Economics for full description.)

### **WGST 030 Honors Project**

To be taken by candidates for honors other than by thesis route.

## SPECIALS

### **SPEC 010 Quest for College: Early Awareness in Berkshire County Schools**

Today's extremely competitive higher education market places significant pressure on students nationwide to start planning for college at an increasingly early age while simultaneously demanding ever-higher standards of excellence for admission to top schools. "Early Awareness" initiatives aim to educate middle school students as to what lies ahead on the college horizon, empowering them to make sound academic and extracurricular choices that will keep open a maximum of options. The first week of this course will be spent in the classroom, exploring and discussing problems and issues germane to the national trends towards greater (and earlier) college-related pressures. Students will respond to a series of readings dealing with such issues as tracking, paid test preparation and untimed testing, early decision, parental and peer pressures, special interests, misrepresentation of information, independent counseling, and others. Class time will also be devoted to familiarizing students with both the nuances of the college admission process and the administration of the early awareness game, Quest for College. Students will spend the next two weeks visiting 10-12 Berkshire County middle schools, administering the game and inviting students to the culminating College Day. All 8 students will then work together to plan and run College Day activities for students and their parents. This day will include a) campus tours, b) general higher education info sessions, and c) financial aid/scholarship info for the parents. If student and community interest is sufficient, the course may culminate in a public presentation and open forum early second semester. Evaluation will be based on completion of field work (school visits), organization and execution of project to bring local middle school students to the Williams Campus for a day of early-awareness related activities and a final paper (approximately 10 pages) reflecting on a course-related issue of the student's choosing.

No prerequisites. *Enrollment limit: 8. Preference given to a) students with prior education/admission experience, b) students with access to transportation c) juniors and seniors.* Interested students must consult with instructors prior to registration. *Students will be selected according to the following criteria: a) experience in teaching or admission, b) access to transportation, and c) seniority. Provision will be stated that interested students must consult the instructors before registration, that instructors may determine depth of experience and focus of interest.*

Meeting time: afternoons.

Cost to student: transportation to field work sites and purchase of text.

GINA COLEMAN '90 and MATTHEW SWANSON '97 (Instructors)  
WSP COMMITTEE (Sponsor)

Gina Coleman '90, is Associate Director of Admission, Director of Multicultural Recruitment, and in her fifth year as women's rugby coach. Coleman, who holds an MA in education from MCLA, designed the game, Quest for College. Matthew Swanson '97 is in his third year as Assistant Director of Admission. Swanson has spent the past seven summers teaching/leading in various educational environments. Both Gina and Matthew have been involved with Early Awareness initiatives in Berkshire County schools.

### **SPEC 011 Science for Kids (Same as Chemistry 011)**

(See under Chemistry for full description.)

### **SPEC 012 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 010, English 010, and Leadership Studies 012)**

(See under Comparative Literature for full description.)

### **SPEC 013 The Second Amendment: Liberty and Gun Control (Same as Legal Studies 013)**

To some, the Second Amendment is an embarrassing anachronism that stands in the way of common sense gun regulation. To others, it is our most fundamental right, the backbone of American constitutional liberties. Yet despite the importance of these issues it is difficult to find any civil liberties issue on which people are more poorly informed. The first part of this course will be an examination of the history, meaning, intent, and judicial interpretation of the Second Amendment. Does the Second Amendment mean that gun ownership by individual citizens cannot be restricted? Or does it mean that only agents of the state, such as National Guards, have a right to bear arms? To address these questions we will read and discuss original documents pertaining to the framing of the Constitution, US Supreme Court rulings, and historical analyses of these texts. In the second part of the course we will focus on current gun control issues. Does gun ownership increase violence, decrease crime, or both? What sorts of gun regulations are effective, and which, if any, overstep the bounds of the Second Amendment? Rather than approach these questions from uninformed intuition, as is typically done, we will focus on trying to understand the implications of the historical texts and the empirical data bearing on these issues.

Requirements: class attendance and participation, and a 10-page position paper.

No prerequisites. *Enrollment limit: 30. Preference given according to seniority.*

Meeting time: afternoons; 3 two-hour sessions per week.

Cost to student: approximately \$50 for books.

K. KIRBY

**SPEC 016 Preliminary Introduction to American Sign Language (Same as Women's and Gender 016)**

This course introduces students to basic knowledge about American Sign Language and deaf people. Emphasis in this preliminary introduction to ASL is on developing rudimentary receptive, expressive and interactive skills through an intensive immersion in ASL. Students will also be introduced to deaf history, culture and politics. This course is designed to help nonsigners develop rudimentary skills, to introduce them to the complexity of ASL, and to cultivate interest in further study of the language. Evaluation will be based on attendance, participation, quizzes, and student produced videotapes of their own expressive skills. Students will also be expected to spend an hour outside of class each week viewing native ASL signers.

No prerequisites. *Enrollment limit: 15 (expected: 10).*

Meeting time: afternoons; 3 two-hour meetings per week.

Cost to student: \$40.

LAURIE BENJAMIN (Instructor)  
SAWICKI (Sponsor)

Laurie Benjamin is a graduate of the University of Massachusetts in multicultural and international education. Ms. Benjamin has taught deaf students at the secondary level. She is a nationally certified ASL interpreter with extensive experience in a wide range of interpreter settings including mental health, legal, and performance interpreting. In addition to working as a free-lance interpreter for the deaf, she is currently teaching ASL to students at Williamstown Elementary School.

**SPEC 017 Onstage! (Same Mathematics 017)**

(See under Mathematics for full description.)

**SPEC 018 Picturing Our Past (Same as Biology 019, Environmental Studies 018, and INTR 019)**

Images help us to imagine the past and preserve our collective history. A significant amount of the cultural history of Williamstown and Williams College lies hidden, and often deteriorating in shoe boxes and closets of members of our community. As a culmination of the 250th year anniversary of the Town of Williamstown, residents will be given an opportunity to bring in pre-1975 images to be scanned for incorporation into a digital database. The owner of the image will provide data along with an audio caption for inclusion in the database. Once complete, the image database will reside in the Williamstown House of Local History and the Williams College Archives. Students participating in the course will learn how to use Photoshop software to digitally restore the images. At the end of the course we will print many of the images and install a community-wide exhibition. We will also produce a catalog for the exhibit. The exhibition will cover historical topics such as schools, churches, farms, mills, commerce, families, and neighborhoods, and will take place at a variety of venues on campus and around Williamstown.

Evaluation will be based on participation in the collection, restoration, interpretation of the images, and production of the catalog. Exhibition of coursework is mandatory.

No prerequisites. *Enrollment limit: 15. Preference given to those expressing interest.*

Meeting time: mornings—intensively the first week and then scheduled at the convenience of participants.

Cost to student: \$30 for text.

H. ART

**SPEC 019 Medical Apprenticeship**

A student is assigned to a local physician, dentist, or veterinarian to observe closely his or her practice in the office and/or at the North Adams Regional Hospital, Berkshire Medical Center (Pittsfield, MA), or Southwestern Vermont Medical Center (Bennington, VT). It is expected that a student will spend the better part of the day, five days a week, with the physician or a period mutually agreed upon by the student and the physician as being educationally significant. The program has proven to be extremely successful in giving interested students a clear picture of the practice of medicine in a non-urban area. An effort is made to expose the student to a range of medical specialties.

A 10-page report written on some aspect of the month's experience is required.

Prerequisites: interested students must attend a mandatory information meeting in early October, prior to applying for this course. *Enrollment limit: 44. Preference is given to juniors, and then sophomores, whose course work has been suggestive of a firm commitment to preparation for medical school.*

Cost to student: none, except for local transportation and vaccinations.

**TEACHING ASSOCIATES (Instructors):** TIM J. BAISCH, M.D.; DANIEL I. BECKER, M.D.; JAMES BOVIENZO, D.O.; PEGGY CARON, D.V.M.; JOSHUA KLEEDERMAN, D.M.D.; VICTORIA R. CAVALLI, M.D.; BRIAN CUNNINGHAM, M.D.; RUTLEDGE CURRIE, M.D.; MARIANNE DEMARCO, M.D.; PAUL DONOVAN, M.D.; STUART DUBUFF, M.D.; DAVID ELPERN, M.D.; ROBERT FANELLI, M.D.; STUART FREYER, M.D.; ERIC SCOTT FROST, M.D.; WADE GEBARA, M.D.; MICHAEL L. GERRITY, M.D.; CYNTHIA GEYER, M.D.; HENRY M. GOLD, M.D.; DAVID M. GORSON, M.D.; AMY GRIFFIN, M.D.; BONNIE H. HERR, M.D.; DOUGLAS V. HERR, M.D.; ROBERT HERTZIG, M.D.; ROBERT C. JANDL, M.D.; LAURA JONES, D.V.M.; COLLEEN KELLEY, M.D.; JONATHAN KRANT, M.D.; ANDRE

## Winter Study Program

LANGLOIS, M.D.; IRA LAPIDUS, D.M.D.; JOAN E. LISTER, M.D.; PAUL MAHER, M.D.; JEFFREY MATHENY, M.D.; RONALD S. MENSCH, M.D.; STEVE NELSON, M.D.; CHARLES O'NEILL, M.D.; JUDY H. ORTON, M.D.; NORMAN PARADIS, M.D.; MICHAEL C. PAYNE, M.D.; FERNANDO PONCE, M.D.; RICHARD PROVENZANO, M.D.; HENRY RICHMOND, M.D.; DANIEL S. ROBBINS, M.D.; OSCAR RODRIQUES, M.D.; CHARLES SILBERMAN, M.D.; JULIE SILBERSTEIN, M.D.; ANTHONY M. SMELGIN, M.D.; ERWIN A. STUEBNER, JR., M.D.; DANIEL M. SULLIVAN, M.D.; KATHERINE URANECK, M.D.; KATHRYN WISEMAN, M.D.; RICHARD WISEMAN, M.D.; CHARLES I. WOHL, M.D.; JEFFREY A. YUCHT, M.D.; MARK ZIMPFER, M.D.

CHARLEY STEVENSON  
Health Professions Advisor

### **SPEC 020 Modern Dance—Muller Technique (Same Mathematics 018)**

(See under Mathematics for full description.)

### **SPEC 023 Beginning Modern Dance (Same as Mathematics 013)**

(See under Mathematics for full description.)

### **SPEC 024 Eye Care and Culture in Caribbean Nicaragua**

Following up on the very successful Winter Study trip to the South Atlantic coast of Nicaragua in January 2003, where approximately 2000 people were fitted with distance and reading glasses, the trip this January will visit the North Atlantic coast to again deliver eye care to the indigenous population of the region. The community of Puerto Cabezas is in the principal population area of the indigenous Misquito people. The communities around Puerto Cabezas have a population of over 50,000.

After a background study of health care policy and "hands-on" training in eye care by Dr. Bruce Moore, Professor of the New England College of Optometry (NECO), the group will travel to Puerto Cabezas and surrounding communities.

Students will assist in the conducting of eye care clinics under the guidance of NECO optometrists and the international organization Volunteer Optometric Services to Humanity (VOSH).

The schedule will include an introduction to health care policy by Dr. Melvin Krant. An introduction to the culture and realities of the Northern Caribbean Coast will be led by Dr. Robert Peck and Lynn Hood, co-leaders of the 2001 Spring Break construction brigade as well as the 2003 Winter Study eye care trip to the South Atlantic Coast.

After two weeks of study of the region, the group will travel to Puerto Cabezas. While being immersed in the culture of the area, we will assist in the dispensing of glasses using evaluation techniques learned in preparation for the trip.

Requirements: attendance at all class meetings prior to the trip, the keeping of a journal to be submitted after our return, and an essay reflecting on the daily realities of life in a third world region.

No prerequisites. *Enrollment limit: 16. This course is not open to first-year students.*

Meeting time: mornings; Monday, Wednesday, Friday, 10 a.m.-noon.

Cost to student: \$1,500.

ROBERT PECK, LYNN HOOD, and MELVIN KRANT (Instructors)  
WSP COMMITTEE (Sponsor)

Dr. Robert Peck is a 23-year volunteer and traveler to the Atlantic Coast and retired Director of Athletics at Williams (1971-2001).

Lynn Hood, a painting major at Bennington College, was the former Director of Alumni Relations and Annual Giving at her alma mater before her work at the Williamstown Council on Aging.

Dr. Melvin Krant is a former professor at Brandeis and lecturer in medicine at Harvard Medical School and professor of medicine at UMass and Tufts Medical Schools.

### **SPEC 025 Williams in Georgia (Same as Russian 025)**

(See under Russian for full description.)

### **SPEC 027 Teaching and Writing at Theodore Roosevelt High School**

Students choosing this Winter Study project will live in New York and travel daily to Roosevelt, a large comprehensive high school in the Bronx. A typical day includes: conducting small group work in selected classes (mostly English and Social Studies, but others are possible), working one-on-one with selected students, working in school departments (e.g., college guidance office, tutoring center), and seminar-style meetings in which we discuss and write on issues that emerge from the work with students and teachers. Requirements: Active and reliable participation in tutoring and discussion during January; participation in several brief orientation meetings before January (possibly including a half-day trip to TRHS), a journal during the program, a written report in a format of the student's choice at the end.

Prerequisites: Strong interest in working with young people. *Enrollment limit: 15. Sophomores, juniors and seniors only please.*

Cost to student: \$350 for transportation and food. We will attempt to provide housing for tutors. Consult with instructor.

G. NEWMAN  
Sponsored by the German and Russian Departments

## Winter Study Program

### **SPEC 028 Teaching Practicum, the Bronx and Manhattan**

Participating sophomores, juniors and seniors will be expected to pursue a full day's program of observing, teaching, tutoring, and mentoring at Christopher Columbus HS in the Bronx or at A. Philip Randolph HS in Manhattan. Each of the schools will provide a resident supervisor for the Williams teaching interns who will meet regularly to assist with questions and to monitor individual schedules.

Evaluation will be based on full-time affiliation with the school for the entire winter study, keeping a daily journal, participating in the weekly after school seminars held for all of the NYC teaching practicums, and submitting a 5- to 10-page report at the end of Winter Study reflecting upon and summarizing the month's learning experience. Orientation meetings and a visit to the high school prior to the start of winter study will be arranged.

Cost to student: approximately \$400 for food and transportation. Housing in NYC will be arranged where necessary.

P. SMITH

Coordinator of High School/College Partnerships

### **SPEC 029 Junior High School Teaching Practicum, the Bronx and Manhattan**

Participating sophomores, juniors, and seniors will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring at PS 45 in the Bronx (a feeder school to Roosevelt HS) or at Roberto Clemente Junior High School in Manhattan (a feeder school to A. Philip Randolph HS). Each of the schools will provide a resident supervisor for the Williams teaching interns who will meet regularly to assist with questions and to arrange individual schedules.

Evaluation will be based on full-time association with the school for winter study, keeping a daily journal, participating in the weekly meetings for all of the Williams Teaching Interns, and submitting a 5- to 10-page report at the end of Winter Study reflecting upon and summarizing the month's learning experience. An orientation program and a visit to the school will be arranged prior to January.

No prerequisites.

Cost to student: approximately \$400 for food and transportation while in NYC. Housing will be arranged for those needing it.

P. SMITH

Coordinator of High School/College Partnerships

### **SPEC 035 Making Pottery on the Potter's Wheel**

Each class will begin with a lecture-demonstration, followed by practice on the potter's wheel. Each student will have the use of a potter's wheel for each class. We will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes as required by trimming and adding handles, lugs, lids, spouts, and knobs. We will also work on several different handbuilding projects. After the tenth class session, all class work will be biscuit-fired. The eleventh class will be devoted to glazing the biscuit-fired pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired. The last meeting will be devoted to a "final exam" gallery show of your best work. Woven into lecture-demonstrations will be presentations on various topics relating to the science and history of pottery making.

Requirements: attendance at all class sessions and enthusiasm for learning the craft of pottery making.

No prerequisites. *Enrollment limit: 9.*

Meeting time: mornings.

Cost to student: \$160 lab fee, plus makeup class fees (\$32.50 per class) if applicable.

RAY BUB (Instructor)

Winter Study Committee (Sponsor)

Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus.

### **SPEC 036 Teaching Practicum: St. Aloysius School, Harlem**

An opportunity for up to five sophomore, junior or senior students to observe, tutor, teach and mentor at St Aloysius School in Harlem under the direction of Principal Laurel Senger. An orientation session and a visit to the school in December will be arranged prior to Winter Study.

Evaluation will be based on full-time participation at St Aloysius for the month, keeping a daily journal, participating in the weekly meetings of all NYC practicum students, and submitting a 5- to 10-page report at the end of WSP reflecting upon and summarizing the month's learning experience.

*Enrollment limit: 5. Sophomores, juniors and seniors only please.*

Cost to student: approximately \$400. for food and transportation. Housing in NYC will be arranged where necessary.

P. SMITH

Coordinator of High School/College Partnerships

### **SPEC 037 To Face Suffering**

I have been increasingly gnawing on an uncomfortable feeling. It began a decade ago with my work to train medical students to recognize the therapeutic elements of the patient-physician relationship, continued in the painful months following the 9/11 attacks and has persisted through all the build-up and conduct of the war in Iraq. The feeling? We don't know how to suffer. We know how to avoid suffering. And, many

### *Winter Study Program*

people have learned to survive suffering. But I would suggest that if you don't know how to suffer, your ability to help those who are suffering is limited. For those whose job is to face suffering day after day - the physician, the activist, the war journalist, the minister, the social worker, the daughter of a dying parent - the most common responses include forms of detachment, distortion, or immediate efforts to problem-solve, few of them effective. How can we change this? My experience as a Zen priest is that the capacity to face suffering is a physical ability. It can be built through hard physical training that focuses on the breath and posture, and that takes long years of effort. In a month we can only begin that work but we can also begin looking at other traditions of training as well.

The format for this course is two-fold: one part built on physical training and the other part is based on reading, story-telling and reflection. Daily practice of at least 3 hours of physical training is required and it can be satisfied in a number of ways. Those interested are invited to join morning practice in Zen meditation and training in the Jikishin-kage ryu of swordsmanship. But students may be already involved in other strenuous physical training such as dance or swimming and those can be proposed as alternative means to satisfy this element of the course. The discussion element of the course will be conducted 3 afternoons each week, meeting 2 hours each time. Readings will be drawn from a variety of sources, including literature, medical case studies, personal accounts, and non-fiction accounts of people facing suffering.

Evaluation will be based on active participation in the seminars and will culminate in a 10-12 page paper analyzing one of our readings for the lessons it offers on how to train people to face suffering.

No prerequisites. *Enrollment limit: 12. Preference given based a one-page statement that describes your reasons to take this course and proposes the physical training you would like to pursue for the month.*

Cost to student: \$80 for required texts—for those training in Zen and sword, equipment will cost approximately \$280.

GORDON GREENE (Instructor)

Charley Stevenson (Sponsor)

Gordon Greene, Ph.D. is a Zen priest and medical educator, training students and residents at the medical school at the University of Hawaii. He has trained in Zen and martial arts for 25 years and has taught or co-taught four previous Williams WSPs. (Unlike last year's WSP held in Hawaii, this course won't be conducted 24 hours per day, 7 days per week.)

#### **SPEC 038 Giving It Away: How We Help Others**

Old-fashioned charity used to provide support for "the less fortunate among us." Today, sharing our good fortune with others is a far more complicated matter. There are mixed motives, from guilt to taxes to prestige. There are new organizations, with some 800,000 501(c) 3 organizations seeking funds for health and human services, education, and the arts. There are new standards of accountability, measuring outcomes and change rather than the mere volume of money or clients. So-called venture philanthropy focuses resources on specific results, with active direction from those who are footing the bill. Foundations have moved from long-term support to short-term projects, and traditional charities look more and more to government support, with consequences for all concerned, even as they continue mass appeals for public support. From the moment a Williams graduate begins to get a paycheck, an overwhelming number of interests will be asking for part of it, and for time and service as well. This course will consider the economics, history, philosophy and sociology of how we give it away, with guest speakers from today's changing and challenged non-profit world.

Evaluation on class participation and ten-page paper. Enrollment limited to 20. Preference given to seniors and descending.

Meeting time: four mornings per week.

Cost to students: approximately \$50 for texts.

PAUL NEELY '68 (Instructor)

WINTER STUDY COMMITTEE (Sponsor)

Paul Neely '68, the former editor and publisher of *The Chattanooga Times*, has broad experience with non-profit organizations. He is currently board chair of the United Way in Chattanooga and a Williams Trustee.

#### **SPEC 039 "Composing A Life:" Finding Success and Balance in Life After Williams**

To be at Williams you have learned to be a successful student, but how do you learn to be successful in life? How will you define success in both your career and in your personal life? How will you resolve the inevitable tradeoffs and achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life," from a book by Mary Catherine Bateson, as a very apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer college students, on the threshold of entering adulthood, an opportunity to examine and define their beliefs, values, and assumptions about their future personal and professional lives, and to consider how they might achieve a successful balance; (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 an emphasis on case studies and "living cases" (in the form of guests from various professions who have made different life choices); and (4) To aid students in contemplating their career options through individual advising and introducing various career and life planning resources. Through the use of selected readings, cases, guest speakers and field interviews, we will explore both the public context of

### *Winter Study Program*

the workplace as well as the private context of individuals and their personal relationships in determining life choices.

Evaluation will be based on regular attendance, class participation, field interview, and a 10-page final paper

No prerequisites. Questions about the course: please contact Michele Moeller Chandler at 458-8106.

*Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: approximately \$30 for case materials.

MICHELE MOELLER CHANDLER '73 and CHIP CHANDLER '72 (Instructors)  
TOOMAJIAN (Sponsor)

Michele Moeller Chandler ('73) and Chip Chandler ('72) have taught this Winter Study course for the past seven years. They have been both personally and professionally engaged in the course topic. Michele's career has been in college administration, and she has an M.A. from Columbia, and a Ph.D. from Northwestern. Her Ph.D. dissertation focused upon the career/family decisionmaking of professional women who altered their careers because of family obligations. Chip is a senior partner with McKinsey & Company, an international management consulting firm, and he has an MBA from Harvard.

### **WILLIAMS PROGRAM IN TEACHING**

Students interested in exploring one or more of the following courses related to teaching and/or working with children and adolescents should contact Susan Engel, Director of Education Programs, who will be able to help you choose one that best suits your educational goals.

**ANSO 011 Berkshire Farm Internship**

(See under Anthropology/Sociology for full description.)

**ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse**

**CHEM 011 Science for Kids (Same as Special 011)**

(See under Chemistry for full description.)

**CHEM 012 Learning and Teaching Chemistry in Spanish (Same as Spanish 014)**

(See under Chemistry for full description.)

**PHYS 016 Teaching with Technology**

(See under Physics for full description.)

**PSYC 017 Teaching Practicum**

(See under Psychology for full description.)

**SPEC 016 Preliminary Introduction to American Sign Language (Same as Women's and Gender 016)**

(See under Special for full description.)

**SPEC 027 Teaching and Writing at Theodore Roosevelt High School**

(See under Special for full description.)

**SPEC 028 Teaching Practicum, the Bronx and Manhattan**

(See under Special for full description.)

**SPEC 029 Junior High School Teaching Practicum, the Bronx and Manhattan**

(See under Special for full description.)

**SPEC 036 Teaching Practicum: St. Aloysius School, Harlem**

(See under Special for full description.)

### **WILLIAMS-MYSTIC PROGRAM IN AMERICAN MARITIME STUDIES**

An interdisciplinary one-semester program co-sponsored by Williams College and Mystic Seaport which includes credit for one winter study. Classes in maritime history, literature of the sea, marine ecology, oceanography, and marine policy are supplemented by field seminars: offshore sailing, Pacific Coast and Nantucket Island. For details, see "Williams-Mystic Maritime Studies Program" or our website: [www.williamsmystic.org](http://www.williamsmystic.org).

## **PRESIDENTS OF WILLIAMS**

Ebenezer Fitch, D.D., 1793-1815  
Zephaniah Swift Moore, D.D., 1815-1821  
Edward Dorr Griffin, D.D., 1821-1836  
Mark Hopkins, M.D., D.D., LL.D., 1836-1872  
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881  
Franklin Carter, Ph.D., LL.D., 1881-1901  
John Haskell Hewitt, LL.D., Acting President, 1901-1902  
Henry Hopkins, D.D., LL.D., 1902-1908  
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934  
Tyler Dennett, Ph.D., Litt.D., LL.D., 1934-1937  
James Phinney Baxter, 3rd, Ph.D., Litt.D., L.H.D., D.Sc., LL.D., 1937-1961  
John Edward Sawyer, M.A., LL.D., Litt.D., L.H.D., 1961-1973  
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-1985  
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993  
Harry Charles Payne, Ph.D., Litt.D., LL.D., 1994-1999  
Carl William Vogt, LL.B., LL.D., 1999-2000  
Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., 2000-

## **TRUSTEES 2003-2004**

Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., *President*  
Robert I. Lipp '60, M.B.A., J.D., Hartford, Connecticut, *Chairman of the Executive Committee*  
Cecily E. Stone '73, M.B.A., Armonk, New York  
Lucienne S. Sanchez '79, M.D., Weston, Massachusetts  
William E. Simon, Jr. '73, J.D., A.M.P., Los Angeles, California  
Peter M. Wege II '71, Ph.D., Sedona, Arizona  
Paul Neely '68, M.S., M.B.A., Chattanooga, Tennessee  
E. David Coolidge III '65, M.B.A., Kenilworth, Illinois  
Michael B. Keating '62, LL.B., Boston, Massachusetts  
Carl W. Vogt '58, LL.B., LL.D., L.H.D., Potomac, Maryland  
John S. Wadsworth, Jr. '61, M.B.A., San Francisco, California  
Laurie J. Thomsen '79, M.B.A., Westwood, Massachusetts  
Clarence Otis, Jr. '77, J.D., Orlando, Florida  
Mary T. McTernan '76, B.A., Swarthmore, Pennsylvania  
Brent E. Shay '78, M.A., Boston, Massachusetts  
Janet H. Brown '73, M.P.A., L.H.D., Washington D.C.  
Paul S. Grogan '72, M.Ed., Boston, Massachusetts  
Gregory M. Avis '80, M.B.A., Palo Alto, California  
Delos M. Cosgrove III '62, M.D., Hunting Valley, Ohio  
Jonathan A. Kraft '86, M.B.A., Foxboro, Massachusetts  
A. Clayton Spencer '77, M.A., J.D., Winchester, Massachusetts  
Steven S. Rogers '79, M.B.A., Evanston, Illinois



## TRUSTEE COMMITTEES 2002-2003

*Reported below are the committee appointments for 2002-2003. Changes in the 2003-2004 assignments will be presented in the fall.*

Executive Committee: The President\*, Robert I. Lipp, *Chair*, E. David Coolidge III, Paul Neely, Cecily E. Stone, Carl W. Vogt, John S. Wadsworth Jr.

Finance Committee: E. David Coolidge III, *Chair*, Gregory M. Avis, Laura Estes, Robert I. Lipp, William E. Simon Jr., Laurie J. Thomsen, John S. Wadsworth Jr. Non-Trustee Members: Michael R. Eisenson, Peter D. Kiernan III, Stephen A. Lieber, James E. Moltz.

Committee on Instruction: William G. Ouchi, *Chair*, Gregory M. Avis, Janet H. Brown, E. David Coolidge III, Delos M. Cosgrove III, Robert I. Lipp, Mary T. McTernan, Brent E. Shay, Laurie J. Thomsen, Carl W. Vogt.

Buildings and Grounds Committee: Paul Neely, *Chair*, Paul S. Grogan, Michael B. Keating, Clarence Otis Jr., Lucienne S. Sanchez, William E. Simon Jr., Cecily E. Stone, John S. Wadsworth Jr., Peter M. Wege II.

Committee on Degrees: Cecily E. Stone, *Chair*, Janet H. Brown, Delos M. Cosgrove III, William G. Ouchi, Brent E. Shay, William E. Simon Jr., Carl W. Vogt.

Budget and Financial Planning Committee: John S. Wadsworth Jr., *Chair*, E. David Coolidge III, Laura Estes, Robert I. Lipp, Paul Neely, William G. Ouchi, William E. Simon Jr., Cecily E. Stone.

Committee on Alumni Relations and Development: Carl W. Vogt, *Chair*, Gregory M. Avis, Janet H. Brown, Michael B. Keating, Robert I. Lipp, Mary T. McTernan, Paul Neely, Clarence Otis Jr., William E. Simon Jr., Laurie J. Thomsen, John S. Wadsworth Jr., Peter M. Wege II.

Committee on Campus Life: Lucienne S. Sanchez, *Chair*, Janet H. Brown, Delos M. Cosgrove III, Laura Estes, Paul S. Grogan, Michael B. Keating, Clarence Otis Jr., Brent E. Shay, Carl W. Vogt, John S. Wadsworth Jr., Peter M. Wege II.

Audit Committee: William E. Simon Jr., *Chair*, Gregory M. Avis, E. David Coolidge III, Laura Estes, Clarence Otis Jr., Brent E. Shay, Laurie J. Thomsen, John S. Wadsworth Jr.

Committee on Trustees: The President\*, Robert I. Lipp, *Chair*, Paul Neely, William G. Ouchi, Lucienne S. Sanchez, Cecily E. Stone, Carl W. Vogt.

Public Affairs Committee: Michael B. Keating, *Chair*, Delos M. Cosgrove III, Paul S. Grogan, Mary T. McTernan, Paul Neely, Brent E. Shay, Carl W. Vogt, Peter M. Wege II. Non-Trustee Members: Charles R. Alberti, W. Thomas Costley, George D. Kennedy.

Committee on Admission and Financial Aid: Peter M. Wege II, *Chair*, E. David Coolidge III, Laura Estes, Paul S. Grogan, Mary T. McTernan, Paul Neely, Clarence Otis Jr., Lucienne S. Sanchez, Laurie J. Thomsen, John S. Wadsworth Jr.

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\*The President is an *ex-officio* member of all Trustee committees.

## FACULTY EMERITI

William H. Pierson, Jr., M.F.A., Ph.D. <i>Massachusetts Professor of Art, Emeritus</i>	107 South Street
Alex J. Shaw, M.A. <i>Assistant Professor of Physical Education, Emeritus</i>	91 Baxter Road
George H. Hamilton, Ph.D., LITT.D. <i>Professor of Art, Emeritus</i>	121 Gale Road
S. Lane Faison, Jr., M.A., M.F.A., LITT.D. <i>Amos Lawrence Professor of Art, Emeritus</i>	145 Scott Hill Road, Box 631
Charles Compton, Ph.D. <i>Ebenezer Fitch Professor of Chemistry, Emeritus</i>	Palmetto, Florida
Frederick Rudolph, Ph.D. <i>Mark Hopkins Professor of History, Emeritus</i>	234 Ide Road, Box 515
John A. MacFadyen, Jr., Ph.D. <i>Edna McConnell Clark Professor of Geology, Emeritus</i>	Stonington, Connecticut
Richard O. Rouse, Jr., Ph.D. <i>Mary A. and William Wirt Warren Professor of Psychology, Emeritus</i>	85 Harmon Pond Road
Fred H. Stocking, Ph.D. <i>Morris Professor of Rhetoric, Emeritus</i>	464 North Street, Box 181
Vincent M. Barnett, Jr., Ph.D., LL.D., LITT.D., L.H.D., D.C.L. <i>James Phinney Baxter, 3rd, Professor of History and Public Affairs, Emeritus</i>	1251 Main Street
Harold H. Warren, Ph.D. <i>Halford R. Clark Professor of Natural Science, Emeritus</i>	Sarasota, Florida
James MacGregor Burns, Ph.D. <i>Woodrow Wilson Professor of Government, Emeritus</i>	High Mowing, 604 Bee Hill Road
Philip K. Hastings, Ph.D. <i>Professor of Psychology and Political Science, Emeritus</i>	156 Bulkley Street
Anson C. Piper, Ph.D. <i>William Dwight Whitney Professor of Romance Languages, Emeritus</i>	70 Baxter Road
Robert H. Odell, B.A. <i>Assistant Professor of Physical Education, Emeritus</i>	Lewisburg, Pennsylvania
Nicholas Fersen, B.S. <i>Professor of Russian, Emeritus</i>	P. O. Box 125
Robert M. Kozelka, Ph.D. <i>Professor of Mathematics, Emeritus</i>	Chapel Hill, North Carolina
David A. Park, Ph.D. <i>Webster Atwell-Class of 1921 Professor of Physics, Emeritus</i>	29 Hoxsey Street
Guilford L. Spencer II, Ph.D. <i>Frederick Latimer Wells Professor of Mathematics, Emeritus</i>	70 Hamel Avenue
John D. Eusden, Ph.D. <i>Nathan Jackson Professor of Christian Theology, Emeritus</i>	75 Forest Road
William E. McCormick, M.A. <i>Assistant Professor of Physical Education, Emeritus</i>	Brooksville, Florida
Henry J. Bruton, Ph.D. <i>John J. Gibson Professor of Economics, Emeritus</i>	300 Syndicate Road
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Irwin Shainman, M.A. <i>Premier Prix Conservatoire de Paris, Class of 1955 Professor of Music, Emeritus</i>	88 Baxter Road
Edson M. Chick, Ph.D. <i>Professor of German, Emeritus</i>	Proctorsville, Vermont
Benjamin W. Labaree, Ph.D. <i>Professor of Environmental Studies and History, Emeritus</i>	Amesbury, Massachusetts
George Pistorius, Ph.D. <i>Frank M. Gagliardi Professor of Romance Languages, Emeritus</i>	54 Cluett Drive

## Faculty Emeriti

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<i>Assistant Professor of Physical Education, Emeritus</i>	
Fielding Brown, Ph.D.	Boston, Massachusetts
<i>Charles L. MacMillan Professor of Physics, Emeritus</i>	
Robert W. Friedrichs, Ph.D.	33 Whitman Street
<i>Professor of Sociology, Emeritus</i>	
Fred Greene, Ph.D.	135 South Street
<i>A. Barton Hepburn Professor of Government, Emeritus</i>	
Kurt P. Tauber, Ph.D.	94 Southworth Street
<i>Class of 1924 Professor of Political Science, Emeritus</i>	
MacAlister Brown, Ph.D.	57 Sabin Drive
<i>Fairleigh S. Dickinson, Jr., Professor of Political Science, Emeritus</i>	
Andrew Crider, Ph.D.	770 Hancock Road
<i>Mary A. and William Wirt Warren Professor of Psychology, Emeritus</i>	
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<i>Senior Lecturer in English, Emerita</i>	
C. Ballard Pierce, Ph.D.	Los Alamos, New Mexico
<i>Professor of Physics, Emeritus</i>	
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<i>William Brough Professor of Economics, Emeritus</i>	
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<i>Professor of Biology, Emeritus</i>	
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<i>Brown Professor of History, Emeritus</i>	
William T. Fox, Ph.D.	51 Moorland Street, Box 247
<i>Edward Brust Professor of Geology and Mineralogy, Emeritus</i>	
Lawrence S. Graver, Ph.D.	117 Forest Road
<i>John Hawley Roberts Professor of English, Emeritus</i>	
H. Ganse Little, Jr., Ph.D.	Amherst, Massachusetts
<i>Cluett Professor of Religion, Emeritus</i>	
Phyllis L. Cutler, M.S.L.S.	Milton, Massachusetts
<i>Librarian, Emerita</i>	
David A. Booth, M.A.	44 Willshire Drive
<i>Lecturer In Political Science, Emeritus</i>	
J. Hodge Markgraf, Ph.D.	104 Forest Road
<i>Ebenezer Fitch Professor of Chemistry, Emeritus</i>	
Daniel D. O'Connor, Ph.D.	36 Hawthorne Road
<i>Mark Hopkins Professor of Intellectual and Moral Philosophy, Emeritus</i>	
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<i>John J. Gibson Professor of Economics, Emeritus</i>	
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<i>John W. Chandler Professor of English, Emeritus</i>	
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<i>Assistant Professor of Physical Education, Emeritus</i>	
Peter K. Frost	371 Hopper Road
<i>Frederick L. Schuman Professor of International Relations, Emeritus</i>	
Antonio Giménez	Madrid, Spain
<i>Professor of Romance Languages, Emeritus</i>	
Earl L. McFarland, Jr.	112 South Hemlock Brook
<i>Professor of Economics, Emeritus</i>	
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<i>Lecturer in Physical Education, Emeritus</i>	
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Roger E. Bolton	30 Grandview Drive
<i>William Brough Professor of Economics</i>	
Charles J. Fuqua	96 Grandview Drive
<i>Garfield Professor of Ancient Languages</i>	

## FACULTY 2003-2004

\*On leave 2003-2004  
 \*\*On leave first semester  
 \*\*\*On leave second semester  
 \*\*\*\*On leave calendar year (January-December 2004)

Daniel P. Aalberts B.S. (1989) M.I.T.; Ph.D. (1994) M.I.T.	<i>Associate Professor of Physics</i>
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Laylah Ali B.A. (1991) Williams; M.F.A. (1994) Washington University	<i>Assistant Professor of Art</i>
*** Marsha I. Altschuler B.S. (1972) University of Rochester; Ph.D. (1979) Indiana University	<i>Professor of Biology</i>
Henry W. Art A.B. (1966) Dartmouth; Ph.D. (1971) Yale	<i>Samuel Fessenden Clarke Professor of Biology and Director of the Center for Environmental Studies</i>
Guillaume Aubert B.A. (1992) University de Tours-France; Ph.D. (2002) Tulane	<i>Assistant Professor of History</i>
Duane A. Bailey B.A. (1982) Amherst College; Ph.D. (1988) University of Massachusetts	<i>Professor of Computer Science</i>
Robert Baker-White B.A. (1980) Williams; Ph.D. (1990) Stanford	<i>Professor of Theatre</i>
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Lois Banta B.A. (1983) Johns Hopkins; Ph.D. (1990) California Institute of Technology	<i>Visiting Associate Professor of Biology</i>
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Andrea Barrett	<i>Lecturer in English</i>
Melissa Barry B.A. (1988) Wheaton; Ph.D. (1998) Notre Dame	<i>Assistant Professor of Philosophy</i>
Annemarie Bean B.A. (1988) Wesleyan; Ph.D. (2001) New York University	<i>Assistant Professor of Theatre</i>
Donald deB Beaver A.B. (1958) Harvard; Ph.D. (1966) Yale	<i>Professor of History of Science</i>
Olga R. Beaver B.A. (1968) University of Missouri; Ph.D. (1979) University of Massachusetts	<i>Professor of Mathematics</i>
Ilona D. Bell B.A. (1969) Radcliffe; Ph.D. (1977) Boston College	<i>Professor of English</i>
Robert H. Bell B.A. (1967) Dartmouth; Ph.D. (1972) Harvard	<i>William R. Kenan, Jr., Professor of English</i>
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Magnus Bernhardson B.A. (1990) University of Iceland; Ph.D. (1999) Yale	<i>Assistant Professor of History</i>
M. Jennifer Bloxam B.M. (1979) University of Illinois; Ph.D. (1987) Yale	<i>Professor of Music</i>
Christopher Bolton A.B. (1989) Harvard; Ph.D. (1998) Stanford	<i>Assistant Professor of Japanese</i>
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- Ernest D. Brown  
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- Michael F. Brown *James N. Lambert '39 Professor of Latin American Studies*  
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- \* Charles B. Dew  
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*Visiting Assistant Professor of Chinese*
- Georges B. Dreyfus  
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- Lian Duan  
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- \*\* Kaye Husbands Fealing *William Brough Professor of Economics*  
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- Stephen E. Fix *Robert G. Scott '68 Professor of English and Coordinator of the Tutorial Program*  
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* Michael A. Glier B.A. (1976) Williams; M.A. (1979) Hunter	<i>Associate Professor of Art</i>
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Heiko Henkel Staatsexamen (1995) University at Hamburg; Ph.D. (2003) Princeton	<i>Visiting Part-time Lecturer in Anthropology</i>
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- Meredith C. Hoppin *Frank M. Gagliardi Professor of Classics*  
 B.A. (1972) Carleton; Ph.D. (1976) University of Michigan
- Lara Hutson *Assistant Professor of Biology*  
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- David C. Johnson *Assistant Professor of Physical Education*  
 B.A. (1971) Williams
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- Joseph Johnson *Visiting Part-time Lecturer in Romance Languages, Second Semester*  
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- \*Markes E. Johnson *Charles L. MacMillan Professor of Natural Sciences*  
 B.A. (1971) University of Iowa; Ph.D. (1977) University of Chicago
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- \*\*\* Kevin M. Jones *Professor of Physics*  
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Walter Komorowski	<i>Head of Library Systems</i>
B.A. (1979) North Adams State College; M.A. (1984) S.U.N.Y., Binghamton; M.L.S. (1988) S.U.N.Y., Albany	
Helena Warburg	<i>Head of the Science Library</i>
B.S. (1980) Indiana University; M.L.I.S. (1987) Indiana University	
Sandra L. Brooke	<i>Head of Acquisitions and Collection Development</i>
B.A. (1979) Northwestern; M.A. (1982) Williams College; M.L.S. (1999) S.U.N.Y., Albany	
Rebecca Ohm	<i>Reference and Government Documents Librarian</i>
B.A. (1975) Sagamon State University; M.L.S. (1995) S.U.N.Y., Albany	
Robin Kibler	<i>Head of the Cataloging Department</i>
B.Mus. (1975) Southern Methodist; M.L.S. (1990) S.U.N.Y., Albany	
Karen Gorss Benko	<i>Catalog Librarian</i>
B.A. (1994) Yale; M.L.S. (1999) S.U.N.Y., Albany	
Christine W. Blackman	<i>Catalog Librarian</i>
B.A. (1989) Notre Dame; M.L.S. (1999) Simmons College	
Lori A. DuBois	<i>Reference and Instruction Librarian</i>
B.A. (1994) Colby College; M.S.L.S. (1997) University of Illinois at Urbana-Champaign	
Jodi Stacy	<i>Science Librarian</i>
B.S. (1995) Virginia Polytechnic Institute and State University; M.L.S. (1999) Southern Connecticut State University	
Jo-Ann Irace	<i>Circulation Supervisor</i>
Judy J. Jones	<i>Reserve and A/V Supervisor</i>
Elizabeth L. Milanesi	<i>Assistant to the College Librarian</i>
Alison R. O'Grady	<i>Interlibrary Loan Supervisor</i>
B.A. (1982) Providence College	
Robert L. Volz	<i>Custodian of the Chapin Library</i>
B.A. (1962) Marquette; M.A.L.S. (1963) University of Wisconsin	
Wayne G. Hammond	<i>Assistant Chapin Librarian</i>
B.A. (1975) Baldwin-Wallace; A.M.L.S. (1976) University of Michigan	

## FACULTY-STUDENT COMMITTEES 2002-2003

Academic Standing: Kai Lee, *Chair*, Lynda Bundtzen, Karen Merrill, James Nolan Jr., Thomas Smith, Janine Wittwer, Dave Johnson\*, Richard Nesbitt\*, Nancy Roseman\*, Charles Toomajian Jr.\*

Appointments and Promotions: David Edwards, Stephen Fix, William Lenhart, Catharine Hill\*, Thomas Kohut\*, Morton Owen Schapiro\*.

Calendar and Schedule: Iona Bell, *Chair*, Kris Kirby, James Teresco, David Paulsen, Laura McKeon, Barbara Casey\*, Ari Kessler '04, Gianna Marzilla '04, Aubryn Murray '05.

Chapin Library: Susan Dunn, *Chair*, George Crane, Markes Johnson, David Pilachowski\*, Robert Volz\*.

Educational Policy: Jana Sawicki, *Chair*, Daniel Aalberts, Julie Cassiday, Joseph Cruz, Matthew Kraus, Regina Kunzel, Wendy Raymond, Nancy Roseman\*, Thomas Kohut\*, Charles Toomajian Jr.\*, Morton Owen Schapiro\*, Justin Crowe '03, Maria Lapetina '04, Anastasia Moro '04, David Riskin '04, Jennifer Roizen '03, Jacob Scott '04.

Faculty Review: Daniel Aalberts, Joseph Cruz, David Dethier, Charles Dew, Antonia Fois, Michael Glier, Laurie Heatherington, Guy Hedreen, Cathy Silber, Karen Swann, Steven Swoap, Reinhard Wobus.

Honorary Degrees: Kevin Jones, Peter Montiel, Carol Ockman, Joan Edwards\*, Nancy McIntire\*, Morton Owen Schapiro\*, Augustus Howard '03, Ryan Moore '03, Jennifer Yee '03.

Honor System-Discipline: Duane Bailey†, *Chair of Discipline Committee* and *Chair of Honor Committee*, Chris Geiregat, Stewart Johnson†, Lisa Melendy, James Shepard, Janneke van de Stadt†, Heather Williams†, Reiko Yamada, Nancy Roseman†\*, Freeden Oeur '03†, *Student Chair*, Jonathan Hatoun '03†, Charles Webster '04†, Casey Czubay '04 (Fall) Michael Crotti '04 (Spring)†, Denise Nunes '05†, Susan Alice Brown '05†, Andrew Eyre '06†, Muhammad Seegulam '06†.

Information Technology: Stephen Sheppard, *Chair*, Richard Deveaux, Sherron Knopp, Ileana Perez Velazquez, Catherine Hill, David Pilachowski\*, Charles Toomajian Jr.\*, Dinny Taylor\*, Gayle Barton, David Brodigan, Sean Clifford '05, Jacob Eisler '04, Claudene Marshall '03, Thomas White '04.

Lecture: Aida Laleian, *Chair*, Cheryl Hicks, James McAllister, Dwight Whitaker, Deborah Hemel '05, Anna Swisher '05, Erik Tomberg '04, Jennifer Yee '03.

Library: Darra Goldstein, *Chair*, Thomas Garrity, Bojana Mladenovic, Catharine Hill\*, David Pilachowski\*, Dinny Taylor, Robert Volz\*, James Eros '04, Darlene Forde '03, Noam Yuchtman '05.

Priorities and Resources: Colin Adams, *Chair*, Irene Addison, Peter Just, Protik Majumder, Cathy Silber, Stephen Birrell\*, Keith Finan\*, Catharine Hill\*, Richard Myers\*, Helen Ouellette\*, Christopher Bak '05, Susan Combs '04, Marissa Doran '05.

Steering: Kim Bruce, *Chair*, Denise Buell, Ronadh Cox, Kathryn Kent, Leyla Rouhi, David Zimmerman.

Undergraduate Life: Henry Art, *Chair*, Susan Engel, David Paulsen, Linda Shearer, Stefanie Solum, Norma Lopez\*, David Arnolds '04, Rene Hamilton '04, Rebecca Herlan '04, Emily Kirby '04, Elliot Morrison '04, Karen Untereker '05.

## *Faculty-Student Committees, Special Advisors*

Winter Study Program: Anand Swamy, *Chair*, Elliott Friedman, Marjorie Hirsch, Anita Sokolsky, Jefferson Strait, Barbara Casey\*, Lee Dalzell\*, Khurram Ahmed '03, Barrington Fulton '05, Gianna Marzilli '04, D'Arcy Robb '03.

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\* Ex-officio

† Honor Subcommittee

Commission on Diversity and Community: Steven Gerrard, *Chair*, Laylah Ali, Gail Bouknight-Davis, Ronald Gallagher, Liza Johnson, Molly Magavern, George McCormick, Enrique Peacock-López, Richard Spalding, Alex Willingham, Nancy McIntire, *Liason*, Michael Fluellen '03, Ching Ho '03, Rory Kramer '03, Lisa Moore '03, Healy Thompson '03, Heather Foran '04, Gianna Marzilli '04, Andrea Matsuoka '04, Jeffrey Nelson '04, Elena Bonifacio '05, Danielle Lerro '05, Mauricio Najarro '05, Richard Rodriguez '05.

## **SPECIAL ADVISORS 2003-2004**

*Architecture:* Ann K. McCallum

*Business Schools and Business Opportunities:* Fatma Kassamali

*Divinity Schools:* Richard E. Spalding

*Engineering:* Jefferson Strait (Fall), Sarah R. Bolton (Spring)

*Federally Funded Faculty Fellowships (NSF, Fulbright, HHMI, etc.):* Keith Finan, Thomas Kohut

*Faculty Fellowships:* Thomas A. Kohut

*Graduate Schools of Arts and Sciences:* Department Heads

*Graduate Fellowships and Scholarships:* Peter D. Grudin

Churchill Scholarship

Fulbright Predoctoral Grants

Luce Scholars Program

Mellon Fellowship

Rhodes, Marshall Scholarships

*Health Professions Advisor:* Charles H. Stevenson

*International Student Advisor:* Amy Pettengill Fahnestock

*Law Schools:* Mary M. Winston

*National Science Foundation:* Department Chairs

*Peace Corps:* Fatma Kassamali

*Public and International Affairs Schools and Foreign Service:* James McAllister

*Special Academic Programs:* Molly L. Magavern

*Student Writing Tutorial Program:* Peter D. Grudin

*Study Abroad Programs:* Laura B. McKeon

*Teaching, M.A.T. Programs:* Susan L. Engel, Mary M. Winston

*Harry S. Truman Scholarship:* Peter D. Grudin

*Watson Traveling Fellowship:* Peter D. Grudin

*Williams College Prizes and Fellowships for Graduate Study:* Peter D. Grudin

*Winter Study Practice Teaching:* Susan Engel

## SEXUAL HARASSMENT/DISCRIMINATION ADVISORS

Advisors are available to all members of the College community for consultation concerning incidents that could be a form of discrimination. The advisor's role is described in the *Discrimination Grievance Policy and Procedures*, printed in the handbooks. Persons serving as advisors are health staff and counselors, assistant and associate deans, Human Resources officers, the Chaplain, and the Affirmative Action Officer. There are also two faculty, two staff, and two student advisors who have received training in sexual harassment and other discrimination advising. In 2003-2004, these advisors are:

Peter Grudin, *Assistant Dean of the College*  
David Johnson, *Associate Dean of the College*  
Norma Lopez, *Assistant Dean of the College*  
Laura McKeon, *Assistant Dean of the College and Director of International Study*  
Amy Pettengill Fahnestock, *Assistant Dean of the College and International Student Advisor*  
Charles Toomajian, *Associate Dean for Academic Programs and Registrar*  
Stephen Collingsworth, *Coordinator of Lesbian, Gay, Bisexual, Transgender Issues*  
Nancy McIntire, *Assistant to the President and Affirmative Action Officer*  
Richard Spalding, *Chaplain to the College*  
Martha Tetrault, *Director of Human Resources*  
Robert Wright, *Associate Director of Human Resources*  
Donna Denelli-Hess, *Health Educator*  
Ruth Harrison, *Director of Health Services*  
Priscilla Damaso '06  
Carlos Silva '04  
Cathy Johnson, *Professor of Political Science*  
Enrique Peacock-López, *Professor of Chemistry*  
Paula Moore Tabor, *Associate Director of Alumni Relations*  
Bruce Wheat, *Instructional Technology Specialist*

## STANDING PANELS FOR DISCRIMINATION GRIEVANCE PROCEDURES

The grievance committee that hears cases of alleged discrimination is appointed from a standing panel consisting of thirty-two persons drawn from several College panels and from the College Council. Its membership also includes a minority faculty and staff representative. Two panel members—one a member of the faculty, the other of the staff—stand ready to chair the grievance committee appointed to hear a particular case. The members of the standing panel are:

**Faculty Review Panel:** Daniel Aalberts, Elliott Friedman, Laurie Heatherington, Guy Hedreen, Marc Lynch, Wendy Raymond, Robert Savage

**Provost's Panel:** Susan Bernardy, Michael Frawley, Robin Kibler, Richard Nesbitt, Charles Toomajian, Pamela Turton

**Vice President's Panel:** William Harold, Robert Jarvis, Kelly Kervan, Beatrice Miles, Paula Moore Tabor, Lori Tolle

**College Council Panel:** April Champion '06, Marsha Francis '04, Kathleen Krause '06, Gerald Lindo '04, Catherine Mercado '06, Carlos Ramirez '06

**Minority Faculty-Staff Representatives:** Sandra Burton, Fatma Kassamali

**Faculty Chair:** Appointed by President

**Staff Chair:** Appointed by President

## OFFICES OF ADMINISTRATION 2003-2004

### Office of the President

Morton Owen Schapiro *President*  
 B.S. (1975) Hofstra University; M.A. (1976) University of Pennsylvania; Ph.D. (1979) University of Pennsylvania  
 Nancy J. McIntire *Assistant to the President for Affirmative Action and Government Relations*  
 B.A. (1962) New Hampshire; M.A. (1965) Harvard  
 JoAnn Muir *Senior Executive Assistant and Secretary of the College*  
 B.A. (1970) University of Connecticut

### Office of the Provost

Catharine B. Hill *Provost*  
 B.A. (1976) Williams; M.A. (1978) Oxford University; Ph.D. (1985) Yale  
 Thomas A. Kohut *Acting Provost, First Semester*  
 B.A. (1972) Oberlin; Ph.D. (1983) University of Minnesota  
 David L. Brodigan *Director of Institutional Research*  
 B.A. (1967) University of Minnesota; Ph.D. (1973) University of Minnesota  
 Keith C. Finan *Associate Provost and Director of Grant Administration*  
 B.A. (1976) Miami University, Ohio; M.A. (1979) S.U.N.Y., Binghamton  
 Thomas J. Dwyer *Budget Director*  
 B.A. (1995) Pomona College; M.B.A. (2001) Harvard Business School  
 Marianne Congello *Executive Assistant to the Provost*

### Office of the Dean of the Faculty

William J. Lenhart *Acting Dean of the Faculty*  
 B.A. (1977) St. Joseph's; Ph.D. (1983) Dartmouth  
 John P. Gerry *Associate Dean of the Faculty*  
 A.B. (1984) Grinnell College; Ph.D., A.M., A.L.M. (1993) Harvard University  
 Sally L. Bird *Assistant to the Dean of the Faculty*

### Office of the Dean of the College

Nancy A. Roseman *Dean of the College*  
 A.B. (1980) Smith; Ph.D. (1987) Oregon State  
 David C. Johnson *Associate Dean*  
 B.A. (1971) Williams; M.A. (1995) Williams  
 Stephen D. Sneed *Associate Dean*  
 B.S. (1971) Western Michigan University; Ed.D. (1979) West Virginia University  
 Charles R. Toomajian, Jr. *Associate Dean for Academic Programs and Registrar*  
 A.B. (1965) Bowdoin; Ph.D. (1974) Cornell  
 Amy Pettengill Fahnestock *Assistant Dean and International Student Advisor*  
 B.A. (1985) Colgate; M.A. (1992) School for International Training  
 Peter D. Grudin *Assistant Dean/Director of the Writing Workshop*  
 B.A. (1964) Lehigh; Ph.D. (1971) Harvard  
 Norma Lopez *Assistant Dean*  
 B.A. (1995) Williams; Ed.M. (1999) Harvard  
 Laura B. McKeon *Assistant Dean and Director of International Study*  
 B.A. (1969) University of Chicago; Ph.D. (1980) University of Chicago  
 Cynthia G. Haley *Executive Assistant*  
 Richard C. Kelley *Activities Coordinator*  
 B.A. (1989) Slippery Rock University of Pennsylvania; M.A. (1991) Slippery Rock University of Pennsylvania

### Office of the Vice President for Administration and Treasurer

Helen Ouellette *Vice President for Administration and Treasurer*  
 B.A. (1967) College of St. Teresa; A.M. (1969) Harvard; Ph.D. (1971) Harvard  
 Adriana B. Cozzolino *Assistant Vice President for Administration*  
 B.S. (1989) S.U.N.Y., Albany; C.P.A. (1994)  
 Mireille S. Roy *Executive Assistant and Mortgage Consultant*  
 A.S. (1969) Berkshire Community College; Certified Paralegal (1998)

### Office of the Vice President for Alumni Relations and Development

Stephen R. Birrell *Vice President for Alumni Relations and Development*  
 B.A. (1964) Williams; M.A.T. (1966) Wesleyan; M.P.A. (1980) University of New Hampshire  
 Robert V. Behr *Alumni Travel Coordinator*  
 B.A. (1955) Williams; Ed.M. (1962) Harvard

## *Offices of Administration*

Enoch J. Blazis B.S. (1987) U.S. Naval Academy	<i>Associate Director of 25th Reunion Program</i>
Crystal A. Brooks B.A. (1995) Skidmore College	<i>Director of Research, Development Office</i>
Kimberly A. Brown B.S. (1982) Massachusetts College of Liberal Arts	<i>Manager of Mailing Services</i>
Michael A. Burdick	<i>Web Manager</i>
Joan Gregg Callahan B.A. (1989) Williams	<i>Director of Annual Giving and 25th Reunion Program</i>
Heather L. Coussoule B.A. (1995) Trinity College, Burlington	<i>Development Officer, Alumni Fund</i>
Mary Ellen Czerniak B.A. (1972) DePaul University; B.A. (1977) University of Wyoming	<i>Director of Corporate and Foundation Relations</i>
Nancy D'Ambrosio B.A. (1974) American International College; M.Ed. (1976) Springfield College; M.B.A. (1979) American International College	<i>Senior Development Officer</i>
David B. Dewey B.A. (1982) Williams	<i>Senior Development Officer</i>
Marilyn P. Ellingwood B.A. (1962) University of Massachusetts	<i>Development Officer, Alumni Fund</i>
Diana M. Elvin B.A. (1971) Wheaton College; M.A. (1990) Assumption College	<i>Director of Donor Relations</i>
Lewis E. Fisher B.A. (1989) Williams	<i>Director of the 50th Reunion Program</i>
Brooks L. Foehl B.A. (1988) Williams	<i>Assistant Director of Alumni Relations</i>
Virginia N. Gaskill	<i>Executive Assistant</i>
Jennifer E. Grow B.A. (1994) Mt. Holyoke College	<i>Assistant Editor of Alumni Publications</i>
William S. Harrold B.A. (1982) University of Massachusetts, Amherst; M.A. (1989) Emerson College; J.D. (1992) Suffolk University Law School	<i>Senior Development Officer</i>
Sara L. Holden B.A. (1969) St. Joseph College	<i>Development Research Specialist</i>
Wendy W. Hopkins B.A. (1972) Williams	<i>Director of Alumni Relations and Secretary of the Society of Alumni</i>
Keli A. Kaegi B.A. (1988) Wellesley; M.S. (1991) University of Rochester	<i>Associate Director of Alumni Relations</i>
Jennifer Krouse B.A. (1989) Williams; M.F.A. (1997) Loyola Marymount University	<i>Development Officer, Alumni Fund</i>
Sally J. Logan B.A. (1977) University of Massachusetts, Boston	<i>Development Research Specialist</i>
Rebecca Logue B.A. (1999) Williams	<i>Assistant Director of Alumni Relations</i>
Amy T. Lovett B.A. (1994) University of Richmond	<i>Editor of Alumni Publications</i>
Teresa J. Lucia A.S. (1980) Berkshire Community College	<i>Production Manager</i>
Julie J. Menard B.S. (2000) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
Rachel F. Moore B.A. (1980) Bates College	<i>Director of Planned Giving</i>
Megan Morey B.A. (1989) Ohio Wesleyan University	<i>Director of Major Gifts</i>
Lynn Ann Murphy B.A. (1998) Bennington College	<i>Development Research Specialist</i>
Christine DeMasi Naughton B.A. (1999) Massachusetts College of Liberal Arts	<i>Events Manager</i>
Damon Reed B.A. (1962) Connecticut College	<i>Director of Parent Giving</i>
Michael A. Reopell B.S. (1985) Massachusetts College of Liberal Arts; M.B.A. (1994) Western New England College	<i>Director of Advancement Information Systems</i>

## *Offices of Administration*

Christine A. Robare B.S. (1994) Massachusetts College of Liberal Arts; M.B.A. (1999) Western New England College	<i>Manager of Gift Administration</i>
Jennifer J. Small B.A. (1988) Union College; M.P.H. (1995) University of Massachusetts, Amherst	<i>Senior Development Officer</i>
Paula Moore Tabor B.A. (1976) Williams; Ed.M. (1989) Harvard	<i>Associate Director of Alumni Relations</i>
Stephen M. Tomkowicz B.S. (1985) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
Christopher J. Vadnais	<i>Programmer/Analyst</i>
Robert H. White B.A. (1977) Colgate	<i>Director of Communications</i>
Alice E. Wilson B.A. (1971) University of Iowa	<i>Assistant Director 50th Reunion Program</i>
Sharifa T. Wright B.A. (2003) Williams	<i>Alumni Relations Intern</i>
Catherine M. Yamamoto B.B.A. (1973) University of Wisconsin	<i>Development Officer, Alumni Fund</i>

### **Office of Admission**

Richard L. Nesbitt B.A. (1974) Williams; M.S.Ed. (1985) University of Pennsylvania	<i>Director of Admission</i>
Gina M. Coleman B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts	<i>Associate Director of Admission</i>
Frances B. Lapidus B.S. (1966) Maryland; M.Ed. (1978) Massachusetts College of Liberal Arts	<i>Associate Director of Admission</i>
Constance D. Sheehy B.A. (1975) Williams; M.Ed. (1995) Massachusetts College of Liberal Arts	<i>Associate Director of Admission for Operations</i>
Nathaniel Budington B.A. (1979) Johnston College	<i>Assistant Director of Admission</i>
Karen J. Parkinson A.B. (1970) Mount Holyoke; M.Ed. (1976) University of Rochester	<i>Assistant Director of Admission</i>
Lauren P. Lynch B.A. (1989) Smith; M.S.W. (1992) Columbia University School of Social Work	<i>Assistant Director of Admission</i>
Mark Robertson B.A. (2002) Williams	<i>Assistant Director of Admission</i>
Geraldine Y. Shen B.A. (2001) Williams	<i>Assistant Director of Admission</i>
Kamille D. Williams B.A. (2003) Williams	<i>Assistant Director of Admission</i>
Jenise Holloway B.A. (1998) Williams	<i>Assistant Director of Admission</i>

### **Office of Campus Safety and Security**

Jean M. Thorndike B.S. (1986) Southern Vermont College	<i>Director of Campus Safety</i>
David J. Boyer B.S. (1982) Westfield State College	<i>Associate Director of Security</i>

### **Office of Career Counseling**

Fatma Kassamali B.A. (1970) Cedar Crest; M.S. (1972) Syracuse	<i>Director of Career Counseling</i>
Mary M. Winston B.A. (1987) Massachusetts College of Liberal Arts	<i>Associate Director of Career Counseling</i>
Dawn M. Dellea B.S. (1992) Northeastern University; M.Ed. Cambridge College (2003)	<i>Career Counselor</i>
Ronald L. Gallagher B.S. (1976) Springfield; A.S. (1974) Springfield Technical College	<i>Alumni Internship Program Counselor</i>

### **Office of the Chaplains**

Richard E. Spalding B.A. (1976) Yale University; M. Div. (1981) Yale Divinity School; S.T.M. (1986) Union Theological Seminary (NY)	<i>Chaplain to the College and Coordinator of Community Service</i>
Peter Feudo, Jr. B.A. (1974) Boston College; M.A. (1977) Michigan State University; Sc.D. (1986) Boston University; Third Order Profession, Secular Franciscan Order	<i>Associate Chaplain</i>

## *Offices of Administration*

Sigma F. Coran *Associate Chaplain*  
B.A. (1988) Tufts University; M.A. (1992) Hebrew Union College-Jewish Institute of Religion; Rabbinic Ordination  
(1993) Hebrew Union College-Jewish Institute of Religion

### **Conference Office**

Marjorie M. Wylde *Director of Conferences*  
B.A. (1964) Regis

### **Office of the Controller**

Susan S. Hogan, CPA *Controller*  
B.S. (1980) Syracuse

Karen P. Jolin *Director of Financial Information Systems*  
B.S. (1982) Massachusetts College of Liberal Arts

David W. Holland *Bursar*  
B.S. (1967) Suffolk University

Sandra A. Connors *Supervisor of Gift and Grant Accounting*  
Kelly F. Kervan *Accountant*  
B.S. (1990) North Adams State College

### **Office of Financial Aid**

Paul J. Boyer *Director of Financial Aid*  
B.A. (1977) Williams

Betsy Hobson *Associate Director of Financial Aid*  
B.S. (1989) University of Colorado

Jessica L. Bernier *Assistant Director of Financial Aid/Student Employment Coordinator*  
B.A. (1998) Bowdoin College

### **Office of Health**

Ruth G. Harrison *Director of Health Services*  
B.S. (1973) Hunter College; M.A. (1982) New York University

Dale M. Newman, F.N.P. *Nurse Practitioner*  
B.S. (1986) S.U.N.Y., Stonybrook; M.S.N. (1995) Sage Colleges

Frances Lippmann, Ph.D. *Psychotherapist*  
B.A. (1955) Adelphia; Ph.D. (1966) New York University

John A. Miner *Psychiatrist*  
B.S. (1973) University of South Dakota; M.D. (1975) University of Minnesota

Margaret H. Wood, L.I.C.S.W. *Psychotherapist*  
B.A. (1968) Eckerd College; M.S.W. (1987) S.U.N.Y., Albany

Donna M. Denelli-Hess *Health Educator*  
B.A. (1975) Massachusetts College of Liberal Arts; M.S.P.H. (1978) University of Massachusetts

Alyssa Sporbett *Health Educator*  
B.A. (1992) North Adams State College; M.Ed. (2000) Cambridge College

Michael Pinsonneault *Pharmacist*

### **Health Professions Program Office**

Charles H. Stevenson *Health Professions Advisor and  
Director of the Math Science Resource Center*  
B.A. (1993) Williams College; M.S. (2002) Rensselaer Polytechnic Institute

### **Office of Human Resources**

Martha R. Tetrault *Director of Human Resources*  
B.A. (1977) Springfield College; M.A. (1985) S.U.N.Y., Albany

Robert F. Wright *Associate Director of Human Resources*

Rosemary K. Moore *HRIS Manager*  
B.A. (1968) Viterbo college; M.S. (1974) S.U.N.Y., Albany

Richard B. Davis *Payroll Manager*  
B.A. (1971) Lowell Tech; M.B.A. (1981) University of Massachusetts

Kristine A. Maloney *Benefits Administrator*  
B.S. (2002) Business Administration, Massachusetts College of Liberal Arts

### **Office for Information Technology**

James F. Allison *Project Manager*  
B.S. (1972) Tufts; M.B.A. (1994) Clark

Nicole E. Anagnos *Help Desk Specialist*  
B.A. (1998) University of Massachusetts; M.Ed. (2002) Massachusetts College of Liberal Arts



## *Offices of Administration*

Gayle R. Barton B.A. (1973) Bryn Mawr; M.Ed. (1992) St. Lawrence	<i>Director of Instructional Technology</i>
Mark I. Berman B.S. (1988) S.U.N.Y., Binghamton	<i>Director of Networks and Systems</i>
Cheryl Brewer	<i>Budget and Facilities Administrator</i>
Peter Charbonneau B.S.E.E. (1984) University of Colorado	<i>Networks and Systems Administrator</i>
Andy Chiu B.A. (2000) Williams	<i>Documentation Web and Training Specialist</i>
Mark R. Connor B.A. (1983) Berkshire Community College	<i>Desktop Support Specialist</i>
Ashley W. Frost B.A. (1992) Williams	<i>Networks and Systems Administrator</i>
Lance E. Gallup	<i>Assistant Networks and Systems Administrator</i>
John B. Germanowski B.A. (1986) Williams	<i>Project Manager</i>
Todd M. Gould B.A. (1996) Massachusetts College of Liberal Arts	<i>Media Lab Coordinator</i>
Mika Hirai B.A. (1989) Obirin University; M.A. (2001) University of Iowa	<i>Instructional Technology Specialist</i>
Maggie Koperniak B.A. (1979) Massachusetts College of Liberal Arts; M.S. (1999) University of Massachusetts, Amherst	<i>Project Manager</i>
Criss S. Laidlaw B.A. (1982) Carleton College	<i>Director of Administrative Information Systems</i>
Benjamin D. LaRoche B.C.C. (1995) Champlain College	<i>Network Projects Administrator</i>
John M. Markunas B.S.E.E. (1974) Lowell Tech	<i>Network and Systems Administrator</i>
Sharron J. Macklin B.S. (1972) University of Massachusetts, Amherst; M.S. (1996) University of Maine, Orono	<i>Instructional Technology Specialist</i>
Gabriel McHale	<i>Networks and Systems Administrator</i>
Milos Mladenovic B.A. (1994) Yale	<i>Desktop Support Specialist</i>
Jonathan Morgan-Leaman B.A. (1989) Colgate	<i>Database Integration Specialist</i>
Trevor Murphy B.A. (1994) S.U.N.Y.	<i>Instructional Technology Specialist</i>
Edward S. Nowlan B.S. (1985) Southern Connecticut State University	<i>Database Administrator</i>
Todd Noyes	<i>Desktop Systems Specialist</i>
Robert G. Ouellette	<i>Project Manager</i>
Philip F. Remillard B.A. (1978) Boston University	<i>Media Services Specialist</i>
Mike Richardson	<i>Desktop Specialist</i>
Seth Rogers B.A. (1989) Reed College	<i>Desktop Specialist</i>
Douglas A. Rydell B.A. (1980) St. John's	<i>Project Manager</i>
Lynn M. Singer B.A. (1978) University of Massachusetts; M.Ed. (2001) Massachusetts College of Liberal Arts	<i>Desktop Support Specialist</i>
Paul J. Smernoff	<i>Assistant Networks and Systems Administrator</i>
Terri-Lynn Superneau B.S. (1992) Westfield State College	<i>Desktop Specialist</i>
Dinny S. Taylor B.A. (1968) Connecticut College; M.Ed. (1970) Lesley	<i>Chief Technology Officer</i>
Jason Taylor B.A. (1999) University of Maryland	<i>Database Integration Specialist</i>
Jianjun Wang B.A. (1982) Shanghai International Studies University, China; M.A. (1994) University of Connecticut, Storrs	<i>Instructional Technology Specialist</i>
Bruce Wheat B.M. (1973) Eastman School of Music	<i>Instructional Technology Specialist</i>

## *Offices of Administration*

### **Office of Investment**

Christopher J. Wolf *Manager of Investments and Treasury Operations*  
B.A. (1993) Williams; M.S./M.B.A. (1994) Northeastern University  
Robert A. Seney *Investment Administrator*  
B.S. (1985) North Adams State College; M.B.A. (1990) University of Lowell  
Kathleen L. Therrien *Trust Administrator*  
B.S. (1997) Massachusetts College of Liberal Arts

### **Office of Physical Education, Athletics and Recreation**

Harry C. Sheehy III *Director of Athletics*  
B.A. (1975) Williams; M.Ed. (1988) University of Washington  
Lisa Melendy *Senior Women's Administrator and Associate Director of Athletics*  
M.S. (1985) University of Massachusetts  
Karen Whalen *Coordinator of Business and Financial Planning*  
B.S. (1988) Temple University  
Michael J. Frawley *Director of Sports Medicine*  
B.S. (1987) Bridgewater State; M.S. (1988) Old Dominion  
Gary J. Guerin *Associate Director for Operations, Athletics*  
B.S. (1975) Boston University  
Ronald A. Stant *Trainer*  
Lisa Wilk *Assistant Trainer*  
B.S. (1992) Northeastern; M.S. (1995) Indiana State  
Holly E. Silva *Assistant Coordinator of Dance*  
B.S. (1977) Southern Connecticut State College; M.F.A. (1987) Smith College

### **Office of Public Affairs**

James G. Kolesar *Director of Public Affairs*  
B.A. (1972) Williams  
Heather H. Clemow *Director of Publications for the Office of Public Affairs*  
B.A. (1975) Stephens College; M.S. (1976) Nova University  
A. Jo Procter *News Director*  
B.A. (1960) Antioch College; M.S. (1987) Boston University  
Dick Quinn *Assistant Director of Public Affairs, Director of Sports Information*  
B.A. (1973) Holy Cross; M.S. (1989) Iona  
Alicia Smith *Web Developer*

### **Office of the Registrar**

Charles R. Toomajian, Jr. *Associate Dean for Academic Programs and Registrar*  
A.B. (1965) Bowdoin; Ph.D. (1974) Cornell  
Barbara A. Casey *Associate Registrar for Student and Faculty Services*  
B.A. (1983) Williams  
Mary L. Morrison *Associate Registrar for Records and Registration*  
B.A. (1974) Mount Holyoke; M.B.A. (1989) S.U.N.Y., Albany

### **Special Academic Programs Office**

Margaret L. Magavern *Coordinator of Special Academic Programs*  
B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College

### **Center for Development Economics**

Peter J. Montiel *Chair, Executive Committee*  
B.A. (1973) Yale; Ph.D. (1978) M.I.T.  
Thomas S. Powers *Director of the Center for Development Economics*  
B.A. (1981) Williams; M.B.A. (1987) Harvard  
Pamela D. Turton *Assistant Director*  
B.A. (1970) Colby College; M.Ed. (1971) University of Cincinnati

### **Center for Environmental Studies**

Henry W. Art *Director*  
A.B. (1966) Dartmouth; Ph.D. (1971) Yale  
Sarah S. Gardner *Assistant Director*  
B.A. (1985) Smith College; Ph.D. (2000) City University of New York  
Andrew T. Jones *Hopkins Memorial Forest Manager*  
B.A. (1986) Macalester College; M.F. (1994) Duke

### **Center for Foreign Languages, Literatures, and Cultures**

Jane Canova *Administrative Director of the Center for Foreign Languages, Literatures and Cultures*  
B.S. (1976) Georgetown; M.S.W. (1980) New York University

## Offices of Administration

### Multicultural Center

Regina Kunzel B.A. (1981) Stanford; Ph.D. (1990) Yale	<i>Academic Director of the Multicultural Center</i>
Gail Bouknight-Davis B.A. (1988) Brandeis; Ph.D. (1997) Brown	<i>Director of the Multicultural Center</i>
Stephen D. Collingworth, Jr. B.A. (1992) Ohio State University; M.A. (1994) Ohio State University	<i>Assistant Director/Queer Issues Coordinator</i>
Marcela Villada Peacock	<i>Multicultural Center Program Coordinator</i>

### Oakley Center for the Humanities and Social Sciences

Robert Kavanaugh B.A. (1967) Holy Cross; Ph.D. (1974) Boston University	<i>Director</i>
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### Academic Support

Bryce A. Babcock B.S. (1968) University of Michigan; Ph.D. (1972) University of Michigan	<i>Coordinator of Science Facilities and Staff Physicist</i>
Mary K. Bailey B.S. (1983) University of New Hampshire; M.M. (1988) University of Massachusetts	<i>Systems Support Specialist</i>
Susan L. Engel B.A. (1980) Sarah Lawrence; Ph.D. (1986) C.U.N.Y.	<i>Director of Education Programs</i>
Linda A. Reynolds B.S. (1970) University of Connecticut; M.A. (1979) New York University; M.A. (1993) Williams	<i>Slide Librarian</i>
Anne R. Skinner B.A. (1961) Radcliffe; Ph.D. (1966) Yale	<i>Safety Officer</i>

### Adams Memorial Theatre

Cosmo A. Catalano, Jr. B.A. (1976) University of Iowa; M.F.A. (1979) Yale	<i>Production Manager</i>
Deborah A. Brothers B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts	<i>Costume Designer</i>
Maia Robbins-Zust B.F.A. (2000) Massachusetts College of Liberal Arts	<i>Technical Director</i>
George T. Aitken, Jr.	<i>Senior Scene Technician</i>
Laura Andruski	<i>Production Associate</i>

### Buildings and Grounds

Irene Addison B.S. (1985) South Dakota State University; M.E. (1993) Texas A&M University	<i>Associate Vice President for Facilities and Auxiliary Services</i>
Earl L. Smith, Jr. B.S.M.E. (1968) University of California, Davis; M.S. (1978) Naval Postgraduate School	<i>Director of Facility Operations</i>
Eric L. Beattie B.S. (1981) University of Vermont; M.B.A. (2002) University of Massachusetts	<i>Director for Facilities Planning and Construction</i>
Timothy J. Reisler B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College	<i>Assistant Director for Administrative Services</i>
Christopher Williams B.F.A. (1978) Pratt Institute	<i>Assistant Director for Architectural Services</i>
Thomas A. Bona B.S. (2000) Westfield State College	<i>Architectural Maintenance Supervisor</i>
Michael R. Briggs	<i>Construction Supervisor</i>
Donald B. Clark B.S. (1971) St. Lawrence University	<i>Mechanical Maintenance Supervisor</i>
Christina A. Cruz B.S. (1982) University of Wisconsin; Ed.M. (1997) Massachusetts College of Liberal Arts	<i>Special Assistant to the Associate Vice President for Facilities and Auxiliary Services</i>
Bruce J. Decoteau	<i>Construction Supervisor</i>
Ronald N. Favreau	<i>Manager of Office Services/Purchasing Coordinator</i>
David F. Fitzgerald B.S. (1980) University of Massachusetts; M.S. (1982) Washington State University	<i>Horticulturist and Grounds Supervisor</i>
Robert C. Jarvis B.A. (1952) University of Miami	<i>Construction Supervisor</i>
Thomas R. Mahar A.S. (1999) Berkshire Community College	<i>Construction Supervisor</i>
Beatrice M. Miles	<i>Manager of Custodial Services and Special Functions</i>
Joseph M. Moran A.S. (1998) Berkshire Community College	<i>Manager of Environmental Health &amp; Safety</i>

## *Offices of Administration*

Jean F. Richer A.S. (1967) St. Joseph College	<i>Manager of Telecommunications</i>
Martin Zimmerman B.A. (1965) University of Michigan; M.C.P. (1969) University of Michigan	<i>Facilities Manager</i>

## **Dining Services**

Robert Volpi B.S. (1976) Southern Vermont College	<i>Director of Dining Services</i>
Lori Tolle	<i>Assistant to the Director</i>
James Cirillo	<i>Associate Director</i>
Mark Thompson	<i>Executive Chef</i>
Jeanette Kopczynski A.S. (1992) Berkshire Community College	<i>Assistant Director/Catering</i>
Martin E. Blake	<i>Manager, Driscoll</i>
Michael A. Cutler	<i>Manager, Mission Park</i>
Erwin Bernhart B.S. (1993) College of the Hague, The Netherlands	<i>Manager of the Faculty House/Alumni Center</i>
Peter Landry A.S. (1991) Berkshire Community College	<i>Assistant Manager of the Faculty House/Alumni Center</i>
David A. Lamarre A.S. (1982) Berkshire Community College; A.S. (1991) New England Culinary Institute	<i>Assistant Manager, Baxter</i>
Carol A. Luscier	<i>Snack Bar Manager</i>
Roberta H. Marcyoniak	<i>Manager, Dodd House</i>
John I. Markland A.S. (1984) Berkshire Community College	<i>Manager, Greylock</i>
Michele N. O'Brien	<i>Manager, Baxter</i>
Gary L. Phillips B.A. (1973) Massachusetts College of Liberal Arts	<i>Office Administrator</i>
Virginia B. Skorupski A.S. (1979) Maria College	<i>Nutritionist</i>
Alan E. Wiles	<i>Catering Chef</i>

## **Williams College Museum of Art**

Linda B. Shearer B.A. (1968) Sarah Lawrence	<i>Director of the Williams College Museum of Art</i>
Jonathan W. Cannon B.A. (1996) Colby College; M.A. (2001) Middlebury College	<i>Public Relations Coordinator</i>
Melissa C. Cirone B.A. (1979) Holy Cross College	<i>Director of Communications</i>
Diane Hart B.A. (1977) Virginia Tech; M.A. (1986) Virginia Commonwealth University	<i>Museum Registrar</i>
Stefanie Spray Jandl B.A. (1983) University of Southern California; M.A. (1993) Williams	<i>Andrew W Mellon Curatorial Associate</i>
Nancy Mowll Mathews B.A. (1968) Goucher College; Ph.D. (1980) N.Y.U. Institute of Fine Arts	<i>Eugénie Prendergast Curator</i>
Hideyo Okamura B.A. (1984) Eastern Oregon State College; Diploma, Studio Program (1986); Certificate, Traveling Scholars Program (1987) School of the Museum of Fine Arts	<i>Chief Preparator</i>
Vivian L. Patterson B.A. (1977) Williams; M.A. (1980) Williams	<i>Curator of Collections</i>
Judith M. Raab B.A. (1961) University of North Carolina, Chapel Hill	<i>Director of Membership and Events</i>
Barbara G. Robertson B.A. (1983) Hampshire	<i>Director of Education</i>
Deborah Menaker Rothschild B.A. (1971) Vassar; Ph.D. (1990) N.Y.U. Institute of Fine Arts	<i>Curator of Exhibitions</i>
John R. Stomberg B.A. (1987) Georgetown University; M.A. (1990) Boston University; Ph.D. (1999) Boston University	<i>Associate Director of Administration and Programs</i>

## DEGREES CONFERRED JUNE, 2003

### *Conferring of the Degree of Master of Arts*

Esther Susan Bell  
Christa M. Carroll  
\*Kimberly A. Conaty  
Ellery Elisabeth Foutch  
Katie Lee Hanson  
Patricia M. Hickson  
Shirley Jordan Kim

Catherine Pierson Malone  
Don Grant Meyer  
Jane Simon  
Benjamin Chew Tilghman VI  
Pan Wendt  
Elizabeth Lalage Winborne

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\* *Clark Fellow*

### *Conferring of the Degree of Master of Arts or Certificate in Development Economics*

Evelyn Anupi Apwoka  
Julio César Arias Quesada  
George Bakradze  
Damir Bisembin  
Vilma Cervantes  
Rasona E. Davis  
Felicia P. N. Dlamini-Kunene  
Ognjen Dukic  
Damir Esenaliev  
Mochamad Riezky Fadjar  
Benard Fevrier  
Hong Phouma

Matin Kholmatov  
Vladlen Kim  
Rosa Maria Mendoza de Serrano  
Muche Netsere  
Guyslain Kayembe Ngeleza  
Nguyen Thi Tuong Vi  
Rath Sovannorak  
Elvis Requena  
Debra Roberts  
Nino Tchelishvili  
Mario Chien-Fang Tu

### *Bachelor of Arts, Summa Cum Laude*

\*Anna Lubomirova Andonova, with highest honors in *Economics*  
\*Ashford John Bradley  
†\*Jeffrey Andreae Garland, with honors in *Physics* and highest honors in *Classics*  
\*Cheng Hu  
\*Michael Van Manen Pinkel  
†\*William Jay Sacks, with highest honors in *Environmental Studies*  
\*Bethany Lansdell Sayles  
\*Andrew Riggs Schulte  
\*Sara Urana Schwanke, with highest honors in *Political Science*  
\*Julie Rose Shapiro  
\*Matthew Carrington Swan, with highest honors in *Music*

### *Bachelor of Arts, Magna Cum Laude*

\*Katharine Jane Baker  
†\*Jennifer Lara Barone, with highest honors in *Biology*  
\*Eileen Suzanne Bevis, with honors in *Sociology*  
\*Aleksandra Marya Biskupska  
\*Heather Ruth Brubaker  
†\*Philippa Liana Charters, with highest honors in *Mathematics*  
\*Cara Alessandra Cipriano, with honors in *English*  
\*Margaret Jae Cody  
\*Allen Martin Coker  
Justin Eric Crowe, with highest honors in *Political Science*  
†\*Abigail Lynn Davidson, with honors in *Neuroscience*  
†\*Erica Christine Dwyer, with honors in *Biology*  
\*Andrew McLean Edstrom  
\*Matthew Hal Ellis  
\*Patrick J.K.H. Frey  
\*Joseph Terence Gallagher, with honors in *Political Science*

\*Andrew Robert Golden  
\*Jordan Nathaniel Goldwarg  
\*Nicholas Toll Goodbody, with highest honors in *Spanish*  
\*James Richard Hollyer, with honors in *Political Economy*  
†\*Christopher Denton Holmes, with honors in *Astrophysics*  
\*Andrew Olin Howard, with honors in *English*  
\*Augustus Pritchard Howard  
\*Justine Farrell Howe, with highest honors in *History*  
\*Asher Hsu  
\*Teodora Ivanova  
\*Christopher Ross Kelley  
\*Eric Scott Kerns  
\*Daniel John Klasik, with honors in *Psychology*  
\*Dean Li-Jin Laochamroonvorapongse  
\*Alexander Benjamin Lees  
†\*Jason Suh Leith, with honors in *Chemistry*  
\*Sarah Elizabeth Lenzi  
\*David Sexton Lewis, with honors in *Biology*  
\*Joseph Patrick Lucia, with highest honors in *Psychology*  
†\*Edvard Major, with honors in *Mathematics*  
\*Emily Rose Martin  
\*John Battista Martino, with honors in *Economics*  
\*Brendan William May  
\*Sheila Jane McMurrich  
\*David Erich Carroll Mihm  
\*Allison Louise Miller  
\*Elizabeth Dorothy Miller  
\*Jennifer Blair Misyak  
†\*Elizabeth Starr Mygatt, with honors in *Geosciences*  
†\*Sarah Roxanna Nichols, with honors in *Physics*  
†\*Jessica Lynn O'Brien, with honors in *Neuroscience*  
\*Navin Pal  
\*Kevin Matthew Paul

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\* Phi Beta Kappa

† Sigma XI

## Degrees Conferred

- †\*Malin Lafarge Pinsky, *with highest honors in Biology*  
 \*Maggie Lilah Popkin  
 †\*Karl Stetson Remsen, *with highest honors in Geosciences*  
 \*Anna Christine Renier  
 \*Christen Morgan Romanick  
 \*David Brian Rosenblum, *with highest honors in History*  
 \*Katherine Rosemary Saxon, *with honors in Music*  
 †\*Eric Martin Schoenfeld, *with highest honors in Mathematics*  
 \*Ann Oury Schorling  
 Shirin Shakir, *with honors in Political Science*  
 †\*Kristen Leah Shapiro, *with highest honors in Astrophysics*  
 \*Vivien Sherab Alyssa Shotwell, *with honors in English and highest honors in Music*  
 Peter Goodspeed Spring Jr., *with honors in Economics*  
 †\*Jessica Marie Tierney, *with highest honors in Biology*  
 Vasil Emilov Topuzov  
 \*Nukte Tuncok  
 †\*Ken-ichi Michael Ueda, *with honors in Biology*  
 \*Kristina Maria Angeles Weyer-Geigel

### Bachelor of Arts, Cum Laude

- Alicia Janette Andrews  
 †Michael Thomas Max Baiocchi, *with honors in Mathematics*  
 Julia Alice Bensen  
 †Marissa Anne Berman, *with honors in Psychology*  
 †Nathan Mather Briggs, *with honors in Biology*  
 Jessica Kathryn Calfee, *with honors in Economics*  
 Katherine Lynch Carroll  
 Elizabeth Anne Chase  
 Tracy Cheung  
 Caroline Butler Crocker  
 Mark Edward Cummins  
 Alexandra Emily Davis, *with honors in Art*  
 Jason Woolsey Deaner  
 Pablo de los Santos  
 Garrett Thomas DiCarlo  
 Marshall Lewis Dines, *with highest honors in Chemistry*  
 Jennifer Leigh Doleac, *with highest honors in Economics*  
 Colleen Allison Doody  
 Kyla Elise Dotson  
 Renee Claire Dumouchel  
 Caitlin Cargile Earley  
 Andrew Albert Ferrer  
 Brian James Fieber  
 Gregory James Fieber  
 Wesley Grabow Fox  
 †Kathleen Siobhan Gibbons, *with honors in Astrophysics*  
 William Ross Gilchrist  
 Liliana Goldman  
 †Robert Nelson Gonzalez, *with honors in Computer Science*  
 John David Goodman, *with honors in Comparative Literature*  
 Katherine Anne Gortz  
 Dmitri Nikolayevich Goudkov  
 Whitney Hobson Hallagan  
 Judith Baker Harvey, *with highest honors in Environmental Studies*  
 †Emily Marian Hatch, *with honors in Biology*  
 Jonathan Andrew Hatoun  
 Evan Franklin Hiller

- Ching Hung Ho  
 Rachael Grace Holmes  
 Rachel Mandy Horwitz  
 Kevin Hsueh, *with highest honors in Biology*  
 Nicole Elizabeth Campbell Humick  
 Luke Williamson Hyde  
 David Parrish Isaacs  
 Alvaro Esteban Jarrin, *with honors in English*  
 Perry Jonathan Kalmus  
 Krishna James Kannan  
 †Brian Paul Katz, *with honors in Mathematics*  
 Robert Whitman Kirsher  
 Virginia Ann Kollak  
 Rory Alexander Kramer  
 Thomas Wescott Kramer  
 Hal Benjamin Kronsberg  
 David Alexander Lavy  
 Andrew Gardiner Layng  
 Alexander Joel Leone, *with honors in Political Science*  
 Robert Orlando Lopez  
 Marsha Camilla Lynch  
 Bryan N. Marcovici, *with honors in Political Science*  
 Benjamin Robert Martell  
 Jennifer Eileen McElroy  
 Katherine Margaret McGrath  
 Andrew Rich McKinstry, *with honors in History*  
 Radu Stefan Mireuta, *with highest honors in French*  
 Ryan Robert Moore  
 David James Morris, *with highest honors in Geosciences*  
 Caroline St. Julian Norton  
 Catherine Ruth Motley O'Donnell, *with honors in Political Science*  
 Edward Hall O'Donnell  
 William Teague Orgeman, *with honors in Political Science*  
 Jonathan Eric Pahl  
 Miguel Angel Payano Jr., *with honors in Art*  
 †Alison Blakely Peet  
 Katherine Angela Elizabeth Rocker  
 †Jennifer Lyn Roizen, *with honors in Chemistry*  
 †Mark Peter Rothlisberger, *with highest honors in Mathematics*  
 Miranda Jane Routh-Corker, *with honors in Art*  
 Melody Fawn Scheefer  
 Joel Stewart Schmid  
 Elena Virginia Simon  
 Melissa Jean Skeffington  
 Kathleen Rebecca Smith  
 Raymond Jude Stahl  
 Alison Leigh Stewart  
 Catherine Meredith Sumner  
 Rebecca Elizabeth Suss, *with honors in Art*  
 Betsy Jane Thomas  
 Healy Frances Johanna Thompson  
 Brooke Jessica Toczylowski  
 Bradley Jordan Uy  
 Saifuddin Firoz Vagh  
 Emmy Clark Valet, *with honors in Music*  
 Peter Warriner Walke, *with honors in Political Science*  
 Eleanor Remington Walsh  
 Ian Murdock Warrington  
 Stuart Maxwell Warshawer  
 Eric Stuart Woodward, *with honors in Religion*  
 Sarah Elizabeth Wu  
 Christopher Kenji Yamamoto  
 Anthony Ray Zocchi

\* Phi Beta Kappa

† Sigma XI

## Degrees Conferred

### Bachelor of Arts

Henry Abaatu  
Christopher Bayard Dillingham Abbott  
Christina Elaine Adams, *with honors in Biology*  
Lisa Ja Young Ahn  
Joshua Daniel Ain, *with honors in Computer*

#### Science

Maria Tope Akinyele  
Princess Nathalie Alegre  
Anwar Ali  
Gabriel Rahn Greene Anello  
Benjamin Neil Angarita  
Peter Knoerl Applegate  
Jennifer Lauren Aquino  
Michael Jonathan Aroesty  
Nikiya Odei Asamoah  
Jennifer Kayle Ashkenazi  
Nora See Knga Au  
Catherine Allen Austell  
Timothy Kevin Austin

†Terrinieka Tiana Autry-Williams, *with honors in Psychology*

Tomas Baez Jr.  
Julia Alexandra Balduzzi  
Katherine Elizabeth Baldwin  
Robert Frederick Baldwin III  
Naila Ali Baloch  
Philip Hunting Bartels  
Dayna Joi Baskette  
Alana Christine Basmagy

†Angus Lee Hollander Beal, *with honors in Biology*

Diane Catherine Bennett  
Sumant Rama Bhat  
Rajat Bhatia  
Sarah Faith Black  
Alex Simon Kintu Blake  
Kerri Alyssa Blazej  
Mihnea Alexandru Bobes  
Vernard Franklin Bond  
Tracy Elizabeth Borawski  
Seth Bosworth Borland  
Christopher Michael Boucher  
Justin Michael Braeutigam  
Fulton Peter Breen  
David Roland Brenninkmeyer  
Montague Douglas Brown  
Elizabeth Ellen Budwig  
Meghan Borie Bullock, *with honors in Art*

†Peta-Gaye Gillian Burnett, *with highest honors in Chemistry*

Ryan Kenneth Burtch  
Michael George Buscher Jr.  
Erica Lenora Butler  
Jeffrey Andrew Byrnes  
Yuri Ashani Campbell  
Elizabeth Christina Campos  
Collins Mary Canada  
Benjamin Phillip Caplan  
Robert Michael Carroll Jr., *with honors in History*  
Matthew Thomas Casey  
Deborah Chen  
Byron Robert Chin  
Jonathan Tseung-Hao Chow, *with highest honors in Political Science*

Justin David Classen  
Adam Joseph Cole  
Michael Gerard Conforti  
Patrick Mullen Connorton  
Robert Coppola Jr.

†Darren Andrew Creutz, *with honors in Mathematics*

Jonathan Foster Cronin  
Anna O'Keefe Crowley, *with highest honors in Russian*

Thomas Earle Cubeta  
Jeremy Da  
Melissa Daly  
Guy Andrew Danella  
Charles William Danhof  
Eric John Dayton  
Denyse Roanna Deane  
Kaitlyn Rose DeLuca  
Drew Matthew DeMuth  
Wei-Li Deng

Catherine Callagy Denver  
Rachael Ann DeSouza  
Philip Mitchell Dimon  
†Jacqueline Dinzey, *with honors in Psychology*

Justin Cahill Dittrich  
Sharla Marie Dodd  
Kathryn Anne Doherty  
Parth Prakash Doshi  
Christopher Kittredge Durlacher  
Gailon Michael Ebell  
William Foord Edgar  
Adrienne Michelle Ellman  
Keshanna Leonore Elrington  
Stephen Jacobs Eyre  
Caroline Kailing Fan  
Scott Joseph Farley  
Joshua Allen Feit

Jennifer Audra Feldman  
Francis John Fitzgerald  
Aaron Nathaniel Flink  
Lauren Virginia Flinn  
Michael Lynn Fluellen Jr.  
Deidre Johnson Fogg  
Timothy Boyce Folan  
Brian John Foley  
Darlene Patrice Forde  
Rita Frances Forte  
Ryan Noyes Friend  
Jamon Rogers Frostenson, *with honors in Geosciences*

Ayesha Carol Victoria Fuentes  
Olma Denise Fuentes  
Andrew Naff Fuller

†Shakierah Nashana Fuller  
Todd Geoffrey Garbatini  
James Randlett Gardner  
Jesse Wilson Garth

†Christopher John Garvin, *with honors in Geosciences*

Amy Luisa Geant  
Whitney Elizabeth Gee  
James Francis Gerrity IV  
Anastasia Rose Gilman, *with honors in Comparative Literature*

William Gilyard  
Emily Stone Glenn  
Lucas Miller Goodbody  
Amy Lynne Graham  
William Harris Green Jr.  
Alexei Stanley Greig  
Matthew Drew Grunwald  
Tony Sunyup Ham  
Jonathan Peyton Hamilton  
Benjamin David Hamm  
Moonjoo Han  
Lisa Marie Haney  
Neal Curtis Hannan  
Rachelle Hassan  
Robert Matthew Hassell  
Christopher Davis Hayes

\* Phi Beta Kappa

† Sigma XI

## Degrees Conferred

Peter Daniel Healey  
 Tracy Ann Henderson  
 Laurel Adella Hensley, *with honors in Chemistry*  
 Toni-Ann Symone Heron  
 Emma Jacqueline Herries  
 Audrey Elizabeth Herzig  
 Melissa Lucia Hidrobo  
 Janet Ho  
 Thomas Salkald Hodgson Jr.  
 Christine Leslie Holland  
 Peter Sven Hult  
 Alfred James Hunt  
 Lisa Marguerite Hunt, *with honors in Biology*  
 Courtney Anne Hunter  
 Kristin Irene Hunter-Thomson  
 Tony Patrick Iwane  
 Abigail Lee Jackson  
 Joni Michele Jackson  
 Meredith Williams Jacob  
 Adam Francis Jacobson  
 Aaron Robert Jenkins  
 Matthew Cross Jungers, *with honors in Geosciences*  
 Heather Jean Kallus  
 William A. Karczewski  
 Julia Anne Karoly  
 Jessica Winston Katz  
 John Carrig Kelly  
 †Kimberley Scott Kemper, *with honors in Biology*  
 Claire Elizabeth Kendrick  
 Taimur Khilji  
 Hyun Kun Kim  
 Jiyong Kim  
 Leah Michelle King  
 Michael Harrison King  
 Jasmine Elizabeth Klatt  
 †Sarah Mann Klionsky, *with honors in Biology*  
 H Joshua Kotin  
 Rebecca May Krass  
 Nathan Michael Krissoff  
 Tamika Mich  re Kumlachew  
 Davida Kutscher  
 Keiller Owen Kyle  
 †James Nicholas Lafave, *with honors in Biology*  
 Ouida Alecia Laing  
 Richard Tucker Ewing Lammert  
 Danielle Sarah Lapin  
 Linda Christine Lau  
 Anthony Samuel Lawson  
 Matthew Martin Leary  
 Anjuli Joy Lebowitz, *with honors in Art*  
 Austin Kenneth Lehn  
 Kate Leonard  
 Rebekah Levine, *with honors in Geosciences*  
 Randall Nelson Lewis  
 Rebecca Ann Linder  
 Ethan McIntyre Linen  
 Ewing McAllister Lloyd  
 Fernando Ruben Lopez  
 Joseph Coe Lott  
 Carmel Marie Lyons  
 Michael Dominick Machuca  
 Claire Suzanne Magat  
 Grey Scott Maggiano  
 Evelyn Marie Mahony  
 Naim Marie Majdalani, *with honors in Physics*  
 Simon Spaeth Maloy  
 Lisa Marie Marco, *with honors in Biology*  
 Claudene Alicia Marshall  
 Ana Yailyn Martinez  
 Kristin Simmons Massimiano  
 Suzanne Anne Mathew  
 Marianna Stephanie Caroline Maurer

Edwin Hyland May IV  
 Anne Lauren Mayall  
 Kendrid LaShawn Mays  
 Anna-Binney McCague, *with honors in Political Science*  
 Ian Christopher McCormick  
 Melissa Anne McKenzie  
 Leanne Spang McManama  
 Colleen Marie McNamara, *with honors in English*  
 Samantha Jean Melcher  
 Katharine Shelley Mercer  
 Daniel Pearce Mevorach  
 Robert Brandon Michelin  
 Ronald Charles Nicholas Minekime  
 Israel Mirsky  
 Jasmine Maria Mitchell, *with honors in American Studies*  
 Rudolph Maximilian Montgelas  
 Lisa Diana Moore  
 Sarah Candace Murray  
 Tamika Damali Murray  
 Kudakwashe K. Mutymbizi, *with honors in Chemistry*  
 Eliza Beth Myrie  
 Jennifer Elizabeth Nail  
 Scott Dougherty Neff  
 Nicholas Colin Nelson, *with honors in Geosciences*  
 Stefanie Hille Noering  
 Freeden Oeur  
 Stephen Franke Oliver  
 Jeffrey Christopher Padilla  
 Kate Pettrone  
 Christine France-Marie Pierce  
 Daisy Merrill Pierce  
 Victor Andrew Platt  
 Heather M. Poole  
 Jacob Kevin Poorman  
 Samara Lynn Poplack, *with honors in Art*  
 Jason Andrew Porcelli  
 Jacob Aaron Poushter  
 Michael Christian Provost  
 Nosirudeen Adeniyi Quadri  
 Monelle Quevillon, *with highest honors in French*  
 Kimberly Marie Quigley  
 Karthik Shankar Ramanathan  
 Marin Alexis Randall  
 †Jeremy Andrew Redburn, *with highest honors in Computer Science*  
 Diane Crowley Reis  
 Justin Oliver Reliford  
 Caroline Priestley Richardson  
 D'Arcy Thoburn Robb  
 Danielle J. Rosario-Mullen  
 Karin Rosenthal  
 †Shimon Rura, *with honors in Computer Science*  
 Rogelio Manuel Salinas  
 Isabel Sanchez  
 Amy Hoover Sanders  
 Graeme Campbell Sanderson  
 David Marshall Sands  
 Anthony David Saucedo  
 Robinson Ayers Sawyer, *with honors in History*  
 Kurt Charles Schottin  
 Lisa Jill Schulman  
 Mayo Adams Shattuck IV  
 Michael Francis Sheehan  
 Erin Margaret Sheils  
 Robert Joseph Sherwood  
 Robert Louis Sica  
 William James Crago Sicks  
 Emily Jean Siegel  
 Angel Marie Simmons

\* Phi Beta Kappa

† Sigma XI



## Degrees Conferred

Dylan Cantwell Smith	†Nina Morton Trautmann, <i>with honors in</i>
Emily Lauron Smith	<i>Geosciences</i>
Christopher Sayle Sommerfeld	Maia Anne Troxel
Ryu Spaeth	Peter Charles Tucker
Justin Paul Stach	Catlyn Patricia Turnelle
Stacey Lynn Starnier	Iskra Malenova Valtcheva
Morgan Avery Steiner	Megan Ruth VanDyke
Heather Nicole Stephens	Peter Dixon Van Steemburg
Natalie Ann Stephens, <i>with honors in Biology</i>	Lindi Dorothee von Mutius, <i>with honors in</i>
Mithandra Jeanne Stockley	<i>Environmental Studies</i>
Elizabeth Sewell Stokes	Craig Michael Wadman
Molly Ace Stone	Hiteshwar Singh Walia
Kate Folan Stumpo	Shannon Ann Walsh
Joo-Hee Suh	Jocelyn May Wang
Nicholas Alec Suttle	Anri Elizabeth Wheeler
Kae Tomae Suzuki	Kamille Danael Williams
Margaret Elisabeth Swanson	Marlon H. Williams
Catherine Szpant, <i>with honors in Spanish</i>	Thomas Winfield Williams III
Michael Tadenev	Toya Michelle Williams
Tsubasa Tanaka	Michael Richard Winton
†Brigitte del Carmen Teissedre, <i>with honors in</i>	Adriana Victoria Woods
<i>Biology</i>	Maxie Carl Trey Hatfield Wright III
Karn Tepvorachai	Sharifa Tanique Wright
David Wallace Thal	Aamir Uzair Wyne, <i>with honors in Political</i>
Nicole Elizabeth Theriault, <i>with honors in</i>	<i>Science</i>
<i>Women's and Gender Studies</i>	Jennifer Lyn Yee
Toni-Ann Sherrie Thomas	Irene Hong-Won Yoon
Karen Elizabeth Thome, <i>with honors in Biology</i>	Jill Naomi Yoshizawa
Peter Case Thomson	Ian James Young
Eric Tietze	Patrick Whaley Zimmerman, <i>with honors in</i>
Emily Elizabeth Tiller	<i>Chemistry</i>
Elizabeth Anne Toomey	

## CONFERRING OF HONORARY DEGREES

### *Commencement, June 2003*

Eric Lander	Sc.D.	Thaddeus S. Lott Sr.	L.H.D.
Gwen Ifill	L.H.D.	Monica Cecelia Lozano	L.H.D.
Michael Beschloss	L.H.D.	Paul Volcker	LL.D.
James MacGregor Burns	L.H.D.		

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\* Phi Beta Kappa

† Sigma XI

## PRIZES AND AWARDS—2002-2003

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2003. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. Donna E.M. Denizé, *St. Albans School, Washington, D.C.*; Gerald J. Dolan Jr., *Ipswich High School, Ipswich, Massachusetts*; Michael E. Gosselin, *Waterville Senior High School, Waterville, Maine*; Thomas G. McKenna, *Carleton Place High School, Carleton Place, Ontario*; Douglas A. Tyson, *Benjamin Banneker Academic High School, Washington, D.C.*

### *Fellowships Awarded by Williams College in 2002-2003*

CLASS OF 1945 FLORENCE CHANDLER FELLOWSHIP. Lilita Goldman '03.  
 HORACE F. CLARK, CLASS OF 1833, FELLOWSHIPS. Justin E. Crowe '03, Alvaro E. Jarrin '03.  
 CLASS OF 1945 STUDENT WORLD FELLOWSHIPS. Nicholas A. Bamat '04, Georgina L. Calderon '04, James M. Eros '04, Alexandra I. Grashkina '04, Pavel H. Hristov '04, Elizabeth A. Kaplan '04, Anastasia D. Moro '04, Anne E. Newcomer '04, Federico G. Sosa Otero '04, Samir I. Thaker '04.  
 DOROTHY H. DONOVAN MEMORIAL FELLOWSHIP. Matthew H. Ellis '03.  
 FRANCIS SESSIONS HUTCHINS, CLASS OF 1900, MEMORIAL FELLOWSHIPS. Anna-Binney McCague '03, Freedom Oeur '03, Sharifa T. Wright '03.  
 HUBBARD HUTCHINSON, CLASS OF 1917, MEMORIAL FELLOWSHIPS. Alicia J. Andrews '03, Ayesha C. Fuentes '03, Miguel A. Payano '03, Vivien S. Shotwell '03, Matthew C. Swan '03.  
 NATHANIEL M. LAWRENCE TRAVELING FELLOWSHIPS. Abhishek P. Basnyat '04, Sarah M. Iams '04.  
 MINORITY MELLON UNDERGRADUATE FELLOWSHIPS. Y. Aquilah S. Gantt '05, Nura K. Kinge '05, Mauricio J. Najarro '05, Denise A. Nunes '05, Natalia Romano '05, Drew A. Thompson '05.  
 JOHN EDMUND MOODY, 1921, FELLOWSHIP. Matthew Ellis '03.  
 RUCHMAN STUDENT FELLOWSHIPS. Scott S. Grinsell '04, Mary E. Lydecker '04.  
 RUTH SCOTT SANFORD MEMORIAL FELLOWSHIP IN THEATRE. Jonathan F. Cronin '03.  
 DR. HERCHEL SMITH FELLOWSHIPS. Katharine J. Baker '03, Jeffrey A. Garland '03, Augustus P. Howard '03, Andrew O. Howard '03, Jason S. Leith '03.  
 STEPHEN H. TYNG AND STEPHEN H. TYNG, JR. FOUNDATION FELLOWSHIP. Jeffrey C. McMahon '99, Molly K. Moore '99, Tamaan K. Osbourne-Roberts '99, Joseph J. Busnengo '00, Nathan H. Ostrander '01, Alan J. Velander '02.  
 WILLIAMS TEACHING FELLOWSHIP, ZHONGSHAN UNIVERSITY, GUANGZHOU, CHINA. Anri E. Wheeler '03.  
 WILLIAMS TEACHING FELLOWSHIPS, UNITED COLLEGE, HONG KONG. Nina M. Trautmann '03, Jennifer L. Yee '03.  
 WILLIAMS COLLEGE UNDERGRADUATE RESEARCH FELLOWSHIPS. Samson Ampofo '05, Miles S. Belknap '05, Saroj Bhattarai '05, Lillian Chang '05, Bethany R. Smith '05.  
 ROBERT G. WILMERS, JR., CLASS OF 1990, INTERNSHIP PROGRAM. Keith M. Ericson '04, Viral S. Gandhi '04.  
 ROBERT G. WILMERS, JR., CLASS OF 1990, MEMORIAL FELLOWSHIP. Katharine C. Burgess '04, Jacob M. Eisler '04, Lindsay A. Ewan '04, Heather Foran '04, Emily S. Isaacson '04, Nicholas N. Kerr '04, Rebecca A. Kiselewich '04, Catherine T. Kiwala '04, Caroline N. Taylor '04.

### *National Fellowships Awarded in 2002-2003*

BEINECKE MEMORIAL SCHOLARSHIP. Keith M. Ericson '04.  
 FULBRIGHT GRANTS. Esther S. Bell M.A. '03, Eileen S. Bevis '03, Margaret J. Cody '03, Kimberly A. Conaty M.A. '03, Erica C. Dwyer '03.  
 BARRY M. GOLDWATER SCHOLARSHIPS. David E. W. Arnolds '04, Sarah M. Iams '04.  
 DOLORES ZOHRAH LIEBMANN FUND FELLOWSHIP. Justin E. Crowe '03, Cara A. Cipriano '03.  
 MINISTRY OF EDUCATION SCHOLARSHIP FOR THE STUDY OF CHINESE. Emily L. Smith '03.  
 ROTARY FOUNDATION SCHOLARSHIP. R. C. Nicholas Minekime '03.  
 THOMAS J. WATSON FELLOWSHIP. Emily R. Martin '03.  
 U.S. ENGLISH LANGUAGE TEACHING ASSISTANTSHIP. Eileen S. Bevis '03.

### *General Prizes Awarded in 2002-2003*

JOHN SABIN ADRIENCE, CLASS OF 1882, PRIZE IN CHEMISTRY. Erica C. Dwyer '03.  
 CHARLES R. ALBERTI, CLASS OF 1919, AWARD. Robert L. Sica '03.  
 ROBERT G. BARROW MEMORIAL PRIZE FOR MUSIC COMPOSITION. Katherine R. Saxon '03.  
 THE MICHAEL DAVITT BELL PRIZE. Bethany L. Sayles '03.  
 ERASTUS C. BENEDICT, CLASS OF 1821, PRIZES. (*Biology*) First Prize: Jessica M. Tierney '03. Second Prize: Jessica L. O'Brien '03. (*Classics*) Marcus M. Duyzend '06, Joseph D. McDonough '06, Lau-

## Prizes and Awards

ren P. McLaughlin '06, Richard J. Rodriguez '05. (*French*) Monelle Quevillon '03. (*German*) Margaret J. Cody '03. (*History*) First Prize: Michael V. Pinkel '03. Second Prize: David B. Rosenblum '03. (*Mathematics*) Stephen S. Moseley '05, Jordan S. Rodu '05.

KENNETH L. BROWN, CLASS OF 1947, PRIZES IN AMERICAN STUDIES. Jasmine M. Mitchell '03, Bethany L. Sayles '03.

NATHAN BROWN BOOK PRIZE IN AFRICAN, ASIAN, LATIN AMERICAN OR MIDDLE EASTERN HISTORY. Amy L. Katzen '05.

STERLING A. BROWN, CLASS OF 1922, CITIZENSHIP PRIZES. Sharifa T. Wright '03.

THE BULLOCK POETRY PRIZE OF THE AMERICAN ACADEMY OF POETS. Emily R. Martin '03.

W. MARRIOTT CANBY, CLASS OF 1891, ATHLETIC SCHOLARSHIP PRIZE. Jeffrey A. Garland '03.

DAVID TAGGART CLARK PRIZE IN LATIN. Marcos Gouvea '05.

CLASS OF 1925 SCHOLAR-ATHLETE AWARDS. Julia A. Bensen '03, Margaret J. Cody '03.

WILLIAMS COLLEGE COMMUNITY BUILDERS OF THE YEAR. Tomas Baez Jr. '03, Aaron R. Jenkins '03, Rory A. Kramer '03.

JAMES BRONSON CONANT AND NATHAN RUSSELL HARRINGTON, CLASS OF 1893, PRIZE IN BIOLOGY. Malin L. Pinsky '03.

HENRY RUTGERS CONGER, CLASS OF 1899, MEMORIAL LITERARY PRIZE. Alvaro E. Jarrin '03.

DORIS DEKEYSERLINGK PRIZE IN RUSSIAN. Mark P. Rothlisberger '03.

GARRET WRIGHT DEVRIES, 1932, MEMORIAL PRIZE IN ROMANCE LANGUAGES. Nicholas T. Goodbody '03.

DEWEY PRIZE. Aaron R. Jenkins '03.

JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC. Emily E. Tiller '03.

HENRY A. DWIGHT, 1829, BOTANICAL PRIZE. Ken-ichi M. Ueda '03.

ENVIRONMENTAL STUDIES COMMITTEE AWARD. Nina T. Trautmann '03.

THE NICHOLAS P. FERSEN PRIZE IN RUSSIAN. Anna O. Crowley '03.

FREEMAN FOOTE PRIZE IN GEOLOGY. Nina T. Trautmann '03.

ROBERT W. FRIEDRICHS AWARD IN SOCIOLOGY. Eileen S. Bevis '03.

GILBERT W. GABRIEL, CLASS OF 1912, MEMORIAL PRIZE IN THEATRE. Alicia J. Andrews '03.

SAM GOLDBERG PRIZES. (*Computer Science*) Shimon Rura '03. (*Mathematics*) Samantha J. Melcher '03, Jonathan E. Pahl '03.

WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY. Jennifer L. Barone '03.

ARTHUR B. GRAVES, CLASS OF 1858, ESSAY PRIZES. (*Art*) Miranda J. Routh-Corker '03. (*Economics*) Healy F. Thompson '03. (*History*) Justine F. Howe '03. (*Political Science*) Joseph T. Gallagher '03. (*Religion*) Kathleen S. Gibbons '03.

THE GRAVES PRIZES FOR DELIVERY OF ESSAY. Ashford J. Bradley '03, Alfred J. Hunt '03, Claire S. Magat '03, Jonathan E. Pahl '03.

GROSVENOR MEMORIAL CUP. Aaron R. Jenkins '03.

FREDERICK C. HAGEDORN, JR., CLASS OF 1971, PREMEDICAL PRIZE. Dean Laochamroonvorapongse '03.

THOMAS G. HARDIE III, 1978, MEMORIAL PRIZE IN ENVIRONMENTAL STUDIES. Judith B. Harvey '03.

C. DAVID HARRIS, JR., CLASS OF 1963, PRIZE IN POLITICAL SCIENCE. Nathaniel Pyeatt '05.

WILLARD E. HOYT, JR., CLASS OF 1923, MEMORIAL AWARD. Karl S. Remsen '03.

CHARLES W. HUFFORD BOOK PRIZE. Keith M. Ericson '04.

ARTHUR JUDSON PRIZES IN MUSIC. Liliana Goldman '03, Brian P. Katz '03.

ARTHUR C. KAUFMANN, CLASS OF 1899, PRIZE IN ENGLISH. Augustus P. Howard '03.

MUHAMMAD KENYATTA, CLASS OF 1966, COMMUNITY SERVICE PRIZE. Malin L. Pinsky '03.

WILLIAM W. KLEINHANDLER PRIZES FOR EXCELLENCE IN MUSIC. Jennifer L. Barone '03, Matthew H. Ellis '03, Lucas M. Goodbody '03, Jason S. Leith '03, Joseph P. Lucia '03, Robert B. Michelin '03, Joo-Hee Suh '03, Megan R. VanDyke '03, Ian M. Warrington '03.

ROBERT M. KOZELKA PRIZE IN STATISTICS. Jonathan E. Pahl '03.

RICHARD KROUSE PRIZE IN POLITICAL SCIENCE. Justin E. Crowe '03.

JACK LARNED, CLASS OF 1942, INTERNATIONAL MANAGEMENT PRIZES. Mario Chien-Fang Tu (Master of Arts in Development Economics), Shawn M. Powers '04.

LINEN SENIOR PRIZES IN ASIAN STUDIES. (*Asian Studies*) Alison B. Peet '03. (*Chinese*) R. C. Nicholas Minekime '03. (*Japanese*) Tracy Cheung '03.

H. GANSE LITTLE, JR. PRIZE IN RELIGION. Sarah E. Lenzi '03.

DAVID N. MAJOR, CLASS OF 1981, MEMORIAL PRIZE IN GEOLOGY. Elizabeth S. Mygatt '03.

LEVERETT MEARS PRIZE IN CHEMISTRY. Kudakwashe K. Mutyambizi '03.

WILLIS I. MILHAM PRIZE IN ASTRONOMY. Kristen L. Shapiro '03.

## *Prizes and Awards*

JOHN W. MILLER PRIZES IN PHILOSOPHY. Katharine J. Baker '03, Alexander B. Lees '03.  
 MORGAN PRIZES IN MATHEMATICS. Michael T. Baiocchi '03, Jonathan A. Hatoun '03, Edvard Major '03.  
 WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENT OF THE YEARS. Sharifa T. Wright '03.  
 RICHARD AGER NEWHALL BOOK PRIZE IN EUROPEAN HISTORY. Emily R. Casden '06.  
 JAMES ORTON AWARD IN ANTHROPOLOGY. Freedan Oeur '03.  
 FREDERICK M. PEYSER PRIZE IN PAINTING. Rebecca E. Suss '03.  
 URSULA PRESCOTT ESSAY PRIZE IN POLITICAL SCIENCE. Margaret J. Cody '03.  
 JAMES LATHROP RICE, CLASS OF 1854, PRIZES IN CLASSICAL LANGUAGES. Jeffrey A. Garland '03, Rebecca A. Kiselewich '04.  
 ROBERT F. ROSENBERG PRIZE IN ENVIRONMENTAL STUDIES. William J. Sacks '03.  
 ROBERT F. ROSENBERG AWARDS FOR EXCELLENCE IN MATHEMATICS. Phillipa L. Charters '03, Eric M. Schoenfeld '03.  
 MURIEL B. ROWE PRIZE. Alexander B. Lees '03.  
 SIDNEY A. SABBETH PRIZE IN POLITICAL ECONOMY. Ashford J. Bradly '03.  
 BRUCE SANDERSON, CLASS OF 1956, PRIZE IN ARCHITECTURE. David E. Mihm '03.  
 RUTH SCOTT SANFORD MEMORIAL PRIZE IN THEATRE. Jonathan F. Cronin '03.  
 SCHEFFY AWARD FOR ENVIRONMENTAL LEADERSHIP. Malin L. Pinsky '03.  
 ROBERT C. L. SCOTT ESSAY PRIZE IN HISTORY. David B. Rosenblum '03.  
 ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. David B. Rosenblum '03.  
 SENTINELS OF THE REPUBLIC ADVANCED STUDY PRIZES. Hannah K. Fried '04, David R.J. Risken '04.  
 SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT. William T. Orgeman '03.  
 EDWARD GOULD SHUMWAY, CLASS OF 1871, PRIZE IN ENGLISH. Heather R. Brubaker '03.  
 JAMES F. SKINNER PRIZE IN CHEMISTRY. Jennifer L. Roizen '03.  
 ELIZUR SMITH RHETORICAL PRIZE. Joseph T. Gallagher '03.  
 THEODORE CLARKE SMITH BOOK PRIZE IN AMERICAN HISTORY. Alana M. Frost '06.  
 HOWARD P. STABLER PRIZE IN PHYSICS. Sarah R. Nichols '03.  
 SHIRLEY STANTON PRIZE IN MUSIC. Emmy C. Valet '03.  
 STANLEY R. STRAUSS, CLASS OF 1936, PRIZE IN ENGLISH. Andrew O. Howard '03.  
 TOMPKINS PRIZE IN JAPANESE. Sarah H. Croft '04.  
 WILLIAM BRADFORD TURNER, CLASS OF 1914, CITIZENSHIP PRIZE. Healy F. Thompson '03.  
 WILLIAM BRADFORD TURNER, CLASS OF 1914, PRIZE IN HISTORY. Jasmine M. Mitchell '03.  
 CARL VAN DUYN PRIZES IN ECONOMICS. Keith M. Ericson '04, Daniel M. Gittes '04, Tomoko Harigaya '04.  
 A. V. W. VAN VECHTEN, CLASS OF 1847, PRIZE FOR EXTEMPORANEOUS SPEAKING. Michael V. Pintel '03.  
 BENJAMIN B. WAINWRIGHT, CLASS OF 1920, PRIZE IN ENGLISH. Vivien S. Shotwell '03.  
 HAROLD H. WARREN PRIZE IN CHEMISTRY. Marie-Adele Sorel '05.  
 DAVID A. WELLS PRIZES IN POLITICAL ECONOMY. Anna L. Andonova '03, Jennifer L. Doleac '03.  
 KARLE WESTON, CLASS OF 1896, PRIZES FOR DISTINCTION IN ART. (*Art History*) Maggie L. Popkin '03, (*Art Studio*) Eric S. Kerns '03.  
 WITTE PROBLEM SOLVING AWARD. Eric M. Schoenfeld '03.

## *Athletic Prizes Awarded in 2002-2003*

BOURNE-CHAFFEE WOMEN'S TENNIS AWARD. (Women) Tracy Cheung '03.  
 FRANCIS E. BOWKER, JR. SWIMMING PRIZE. (Men) William A. Cunningham '06.  
 BELVIDERE BROOKS FOOTBALL MEDAL. Scott J. Farley '03, Ryan N. Friend '03.  
 J. EDWIN BULLOCK WRESTLING TROPHY. (Men) Augustine A. Whyte '04.  
 CLASS OF 1925 WOMEN'S SCHOLAR ATHLETE AWARDS. Julia A. Bensen '03, Margaret J. Cody '03.  
 CLASS OF 1981 BASKETBALL AWARD. (Women) Kate F. Stumpo '03.  
 DR. EDWARD J. COUGHLIN, JR. BOWL. (Football) Vernard F. Bond '03.  
 DUAL MEET HIGH POINT SWIMMING TROPHY. (Men's) Christopher S. Vollmond-Carstens '04.  
 DUAL MEET HIGH POINT SWIMMING TROPHY. (Women's) Meredith A. Olson '04.  
 HANK N. FLYNT, JR. WOMEN'S FIRST-YEAR PLAYER SOCCER AWARD. Elise M. Henson '06.  
 FOX MEMORIAL SOCCER TROPHY. (Men) Dylan C. Smith '03.  
 KATE HOGAN 25th ANNIVERSARY OF WOMEN IN ATHLETICS PRIZE. Kate Leonard '03.  
 HOOP GROUP PURPLE & GOLD AWARD. (Women) Melissa J. Skeffington '03.  
 HOYT SCHOLAR ATHLETE. Karl S. Remsen '03.

## *Prizes and Awards*

TORRENCE M. HUNT '44 TENNIS AWARD. (Women) Justine F. Howe '03.  
TORRENCE M. HUNT '44 TENNIS AWARD. (Men) Daniel E. Murray '04.  
NICKELS W. HUSTON MEMORIAL HOCKEY AWARD. Devon R. O'Rourke '06.  
KIELER IMPROVEMENT AWARD. (Men's Squash) Christopher M. Tom '05.  
WILLIAM E. McCORMICK COACH'S AWARDS. Wesley G. Fox '03, Allen M. Coker '03.  
MEN'S HOCKEY MOST IMPROVED AWARD. Edward J. Bergeron III '04.  
MEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Wesley G. Fox '03.  
ROBERT B. MUIR MEN'S SWIMMING TROPHY. Christopher B. D. Abbott '03, Seth B. Borland '03, Nathan M. Krissoff '03, Keiller O. Kyle '03.  
ROBERT B. MUIR WOMEN'S SWIMMING TROPHY. Caroline B. Crocker '03, Anne L. Mayall '03, Elizabeth S. Stokes '03.  
FRANKLIN F. OLMSTED MEMORIAL AWARD. (Cross-Country Men) Karl S. Remsen '03.  
ANTHONY PLANSKY TRACK AWARDS. Christopher J. Garvin '03, M. C. Trey H. Wright III '03.  
LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. (Women) Meghan E. Faughnan '06.  
PURPLE AND GOLD AWARDS. Drew M. DeMuth '03, Francis J. Fitzgerald '03.  
PURPLE KEY TROPHY. (Men) Austin K. Lehn '03.  
PURPLE KEY TROPHY. (Women) Healy F. Thompson '03.  
MICHAEL D. RAKOV MEMORIAL AWARDS. (Football) Andrew K. Mauer '04, Justin D. Classen '03.  
PAUL B. RICHARDSON SWIMMING TROPHY. Christopher S. Vollmond-Carstens '04.  
ROCKWOOD TENNIS CUP. (Men) Timothy R. White '05.  
SCRIBNER MEMORIAL TENNIS TROPHY. (Men) Alexander C. Urban '04, Andrew S. Murray '04.  
EDWARD S. SHAW '62 MEMORIAL SQUASH TROPHY. (Men) David J. Morris '03.  
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Women's Tennis) Katherine M. Troy '04  
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Men's Tennis) Scott D. MacKenzie '06.  
SIMON MOST IMPROVED SQUASH PLAYER AWARD. (Women) Whitney H. Hallagan '03.  
SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Men) John D. Haywood Jr. '04.  
SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Women) Stephanie L. Hall '04.  
SQUASH RACQUETS PRIZE. (Men) Parth P. Doshi '03.  
THE SQUIRES CUP. (Men) Parth P. Doshi '03.  
THE SQUIRES CUP. (Women) Adrienne M. Ellman '03.  
OSWALD TOWER MOST VALUABLE PLAYER AWARD. Benjamin W. Coffin '04.  
DOROTHY TOWNE AWARD. (Women's Track) Healy F. Thompson '03.  
WOMEN'S ALUMNAE SOCCER AWARD. Colleen A. Doody '03.  
WOMEN'S HOCKEY MOST IMPROVED AWARD. Gabrielle C. Stender '05.  
WOMEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Molly A. Wasserman '04.  
WOMEN'S SQUASH AWARD. Adrienne M. Ellman '03.  
YOUNG-JAY HOCKEY TROPHY. William R. Gilchrist '03.

## ENROLLMENT

### BY CLASSES, SEPTEMBER 2002

Graduate Students	52
Seniors	518
Juniors	531
Sophomores	515
First-Year Students	540
Total	2156

### BY CLASSES, FEBRUARY 2003

Graduate Students	48
Seniors	503
Juniors	529
Sophomores	512
First-Year Students	534
Total	2126

Of the 552 new first-year students who entered in the Fall of 1996, 92% graduated from Williams within 4 years and 96% within 6 years; of the 544 who entered in 1997, 92% graduated within 4 years and 96% within 6 years. Additional information on this topic is available at the Office of the Registrar.

### GEOGRAPHICAL DISTRIBUTION

Alabama	6	Austria	2
Alaska	5	Bahamas	1
Arizona	4	Belgium	1
Arkansas	5	Botswana	2
California	124	Brazil	2
Colorado	21	Bulgaria	9
District of Columbia	25	Cambodia	2
Connecticut	113	Canada	11
Delaware	2	People's Republic of China	6
Florida	34	Costa Rica	2
Georgia	26	Czechoslovakia	1
Hawaii	12	El Salvador	1
Idaho	8	England	3
Illinois	64	Ethiopia	1
Indiana	6	France	2
Iowa	2	Georgia	2
Kansas	4	Germany	4
Kentucky	11	Ghana	3
Louisiana	6	Greece	1
Maine	37	Guatemala	1
Maryland	65	Guyana	1
Massachusetts	339	Hong Kong	5
Michigan	12	Honduras	1
Minnesota	32	Hungary	3
Mississippi	3	India	2
Missouri	14	Israel	1
Nebraska	1	Jamaica	20
Nevada	1	Japan	4
New Hampshire	40	Kenya	2
New Jersey	146	Republic of Korea	5
New Mexico	7	Kuwait	1
New York	429	Kyrgistan	2
North Carolina	24	Muscat and Oman	1
Ohio	37	Nepal	2
Oklahoma	2	Netherlands Antilles	1
Oregon	19	Norway	1
Pennsylvania	95	Pakistan	5
Rhode Island	13	Paraguay	1
South Carolina	6	Philippines	1
South Dakota	1	Puerto Rico	7
Tennessee	13	Romania	2
Texas	50	Scotland	1
Utah	7	South Africa	1
Vermont	49	Spain	1
Virginia	46	Sweden	1
Washington	40	Tadzhikistan	1
West Virginia	4	Taiwan	3
Wisconsin	13	Thailand	4
Wyoming	1	Trinidad and Tobago	7
		Turkey	2
		Ukraine	2
		Vietnam	2
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