

CONTENTS

History of the College	3
Mission and Purposes	6
The Curriculum	7
Academic Standards and Regulations	17
Academic Advising	22
Statement of Academic Honesty	23
Expenses	25
Preparation for Graduate and Professional Study	30
Graduate Programs	33
Prizes and Awards	34
Courses of Instruction	45
Africana Studies	45
American Studies	51
Anthropology and Sociology	59
Arabic	66
Art	68
Asian Studies	87
Astronomy, Astrophysics	94
Biochemistry and Molecular Biology ...	98
Bioinformatics, Genomics, and Proteomics	100
Biology	100
Chemistry	108
Classics	114
Cognitive Science	119
Comparative Literature	121
Computer Science	128
Contract Major	134
Critical Languages	135
Economics	136
English	149
Environmental Studies	169
First-Year Residential Seminar	176
Geosciences	177
German	182
History	185
History of Science	207
Interdisciplinary Studies Program	208
International Studies	211
Jewish Studies	216
Latina/o Studies	217
Leadership Studies	222
Legal Studies	225
Linguistics	226
Maritime Studies	228
Materials Science Studies	229
Mathematics and Statistics	230
Music	239
Neuroscience	249
Performance Studies	250
Philosophy	251
Physical Education	259
Physics	259
Political Economy	264
Political Science	266
Psychology	279
Public Health	284
Religion	286
Romance Languages	293
Russian	303
Science and Technology Studies	305
Teaching, Williams Program in	306
Theatre	307
Women's and Gender Studies	313
Critical Reasoning and Analytical Skills (CRAAS) Courses	318
Experiential Education Courses	318
Exploring Diversity Initiative Courses ...	320
Quantitative/Formal Reasoning Courses	321
Related Course Listings	323
Tutorials	324
Writing-Intensive Courses	325
Williams-Exeter Programme at Oxford University	329
Williams-Mystic Program	338
Williams in New York	338
Winter Study Courses	340
Presidents, Trustees and Committees	392
Faculty	394
Faculty Committees and Special Faculty Advisors	411
Sexual Harassment/Discrimination Advisors	413
Offices of Administration	414
Degrees Conferred	422
Prizes and Awards Granted	427
Enrollment	430
Index of Topics	431

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

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

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

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

Charles Toomajian
Editor

HISTORY OF THE COLLEGE

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

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

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

I

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

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

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

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

History of the College

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

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

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

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

II

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

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

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

III

Williams moved into the twentieth century firm in its intentions to remain a college, at a time when aspirations toward university status were unsettling many of the old colleges. It adhered to a curriculum that was designed for undergraduates; it made room for the elective principle, but it subjected course election to safeguards and controls. The idea of a liberally educated man was not jettisoned in favor of the widely accepted idea of almost complete student freedom in course election. A survey of the college curriculum in 1925 showed that Williams had combined the principles of prescription and election, the goals of concentration and distribution, in such a way as to be the only major American college without any absolutely required courses and without any uncontrolled wide-option electives.

History of the College

The Williams curriculum has continued to evolve, but it has not undergone such a series of major overhauls as characterize curriculums inspired by the popular educational fancy of the moment. Not having abandoned itself to the elective principle in the nineteenth century, Williams did not need to rescue itself with the general education principle of the twentieth century.

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

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

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

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

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

MISSION AND PURPOSES

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

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

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

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

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

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

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

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

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

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

THE CURRICULUM

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

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

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

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

Academic Requirement

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

Distribution Requirement

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

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

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

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

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

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

The Curriculum

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

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

DIVISION I. *Languages and the Arts*

Arabic	Greek
Art History	INTR 230
Art Studio	Japanese (<i>except Japanese 217, 218, 321, 486T</i>)
Chinese (<i>except CHIN 223</i>)	Latin
Classics	Linguistics
Comparative Literature	Literary Studies
Critical Languages	Maritime Studies 231
English	Music
EXPR 245	Russian
EXPR 309 (<i>or Div II or III</i>)	Spanish
First-Year Residential Seminar 101	Theatre
French	WNY 310, 311
German	WNY 309, 312 (<i>or Div II</i>)

DIVISION II. *Social Studies*

Africana Studies	Japanese 217, 218, 321, 486T
American Studies	Jewish Studies
Anthropology	Latina/o Studies
Asian Studies	Leadership Studies
Chinese 223	Legal Studies
Cognitive Science	Maritime Studies 351, 352
Economics	Philosophy
Environmental Studies 101, 230, 231, 306, 307, 351	Political Economy
Experimental Studies—EXPR (<i>except 245</i>)	Political Science
EXPR 309 (<i>or Div I or III</i>)	Psychology (<i>except PSYC 212, 315, 316, 317T</i>)
History	Religion
History of Science (<i>except HSCI 224</i>)	Science and Technology Studies
Interdisciplinary Studies—INTR	Sociology
(<i>except INTR 160, 223, 225, 230, 315</i>)	WNY 307T, 308
International Studies	WNY 309, 312 (<i>or Div I</i>)
	Women's and Gender Studies

DIVISION III. *Science and Mathematics*

Astronomy	Geosciences
Astrophysics	History of Science 224
Biochemistry and Molecular Biology	INTR 160, 223, 225, 315
Biology	Maritime Studies 104, 211, 311
Chemistry	Mathematics
Computer Science	Neuroscience
Environmental Studies 102, 225	Physics
EXPR 309 (<i>or Div I or II</i>)	Psychology 212, 315, 316, 317T
First-Year Residential Seminar 103	Statistics

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

Williams-Exeter Programme at Oxford University tutorial courses (WIOX) may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. Courses at Williams-Mystic Program and Williams in New York may also be used toward fulfilling the requirement.

1) THE EXPLORING DIVERSITY INITIATIVE REQUIREMENT—Williams College is committed to creating and maintaining a curriculum, faculty, and student body that reflects and explores a diverse, globalized world and the multi-cultural character of the United States. Courses designated “(D)” in the College Bulletin are a part of the College’s Exploring Diversity Initiative (EDI); they represent our dedication to study groups, cultures, and societies as they interact with, and challenge, each other. Through such courses, Williams College students and faculty also consider the multiple approaches that engage these issues. Rather than simply focus on the study of

specific peoples, cultures, or regions of the world, in the past or present, however, courses fulfilling the EDI requirement actively promote a self-conscious and critical engagement with diversity. They urge students to consider the operations of difference in the world and provide them with the tools to do so. The ultimate aim of the EDI requirement is to lay the groundwork for a life-long engagement with the diverse cultures, societies, and histories of the United States and the rest of the world.

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

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

All students are required to complete ONE course that is part of the Exploring Diversity Initiative. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of their sophomore year. Courses used to fulfill this requirement may not be taken on a pass/fail basis.

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

The one-course EDI requirement must be met by all members of the class of 2012; members of the classes of 2009, 2010, and 2011 who have already completed a course designated “People’s and Cultures” do not need to complete an EDI course.

A list of courses offered in 2008-2009 that meet the requirement is on page 320.

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

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers). A list of courses offered in 2008-2009 that meet the requirement is on page 321.

The Curriculum

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

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

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

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

Major Requirement

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

Majors are offered in the following fields:

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

GENERAL STRUCTURE OF MAJORS

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

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

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

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

CONTRACT MAJOR

Students who wish to undertake the coherent study of an interdisciplinary subject not covered by a regularly offered major may propose to be contract majors. Procedures for arranging a contract major and for honors work in such a major are described in the section, "Courses of Instruction." Students interested in this option should begin consulting with the Dean's Office and with potential faculty advisors early in the sophomore year. A student completing a contract major may not do so in conjunction with a second major. For further details, see page 134.

TWO MAJORS

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

Physical Education Requirement

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

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

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

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

Residence Requirement

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

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

ADDITIONAL CURRICULAR OPPORTUNITIES

Advanced Placement and International Baccalaureate

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

Certificate in European Languages

Students may pursue a Certificate in four European languages offered at Williams (French, German, Russian, and Spanish). The program certifies a particular degree of proficiency, cultural literacy, and experience with the language in the context of one's college education. In order to gain the proficiency and experience certified by the program, students must have taken a) at least five semesters of college language (or the equivalent) and b) a standardized proficiency test administered by the departments. In addition, students are required to gain familiarity with the culture in question

The Curriculum

by taking at least one course each in a) the literature, music, art, or philosophy, and b) the history, economics, or politics of the cultural area. Students must take seven courses altogether, up to two of which may be taken abroad. Please refer to the respective language programs for details on the specific certificates.

Combined Program in Liberal Arts and Engineering

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

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

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

A popular alternative to the 3-2 program is to complete the Williams B.A. in the usual 4 years, majoring in one of the sciences, and then go directly to a graduate program in engineering. Please see the section of this catalog titled "Preparation for Graduate and Professional Study." Also, prospective engineers at Williams have the opportunity to take undergraduate engineering courses at other institutions through various exchange programs. For information about these opportunities, please see the section titled "Exchange Programs."

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

Co-ordinate Programs Offering Concentrations

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

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

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

Co-ordinate Programs

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

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

The Critical Reasoning and Analytical Skills (CRAAS) Initiative

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

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

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

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

A list of CRAAS courses offered in 2008-2009 is on page 318.

Cross-Enrollment Programs

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

Experiential Education at Williams

Experiential education, involving “learning by doing” outside the classroom, has been a relatively understated but successful part of the Williams curriculum for a number of years. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been challenging students to become engaged more personally in the Williams curriculum through field work, whether in the form of research, sustained work on special projects or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Courses involving experiential education as defined above range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program (page 338) and Williams in New York (page 338) to courses involving one small field research project. The amount and nature of the experiential component(s) varies according to the instructor's judgment. See page 318 for a list of 2008-2009 courses involving experiential education.

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

Community Service:

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

Internships and Research Opportunities:

A wide variety of summer internship opportunities are available to interested students through the Office of Career Counseling (OCC) and the Center for Environmental Studies (CES). Research opportunities are also available through individual departments. Information about OCC's Williams College Alumni Sponsored Summer Internships can be found at <http://www.williams.edu/resources/occ/> or by contacting Ron Gallagher, Assistant Director of Career Counseling (Ronald.L.Gallagher@williams.edu). Information about CES's summer internship and research op-

The Curriculum

opportunities can be found at www.williams.edu/CES/resources/summeropps.htm or by contacting Sarah Gardner, Assistant Director of the Center for Environmental Studies, Kellogg House (Sarah.S.Gardner@williams.edu). Information about research opportunities sponsored by individual departments is available from Department Chairs.

Museum Associates:

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

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

Honors Program

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

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

Independent Study

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

Study Away from Williams

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

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

When a student has decided to accept an offer of admission from a program, he or she must notify the Dean's Office. The Committee on Academic Standing will make a final decision at that time. Students must attend a pre-departure meeting and meet all the guidelines as directed in the *Guide to*

Study Abroad. Upon return to Williams, students must complete a program evaluation in order to receive credit.

The Williams Tutorial Program

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

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

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

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

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

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

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

More information: Please see page 324 of this catalog for a list of tutorials offered in 2008-2009. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors. (All tutorials have a "T" after the course number.) For general information, advice, or suggestions about the program, please contact Professor Stephen Fix, Tutorial Program Director for 2008-2009, 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.

The Curriculum

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

Williams-Mystic Maritime Studies Program

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

Williams in New York

Williams in New York is a one-semester study away program with a focus on experiential education. It is distinctive, rigorous, and highly experiential, integrating traditional scholarship with ongoing fieldwork in related areas. Students attend classes and also spend 15 hours each week in a workplace environment, gaining hands-on experience that provides them with new insights and ideas which relate to their coursework. In turn, they bring this new-found knowledge into the workplace and are able to analyze their experiences against an academic background. The fieldwork placements are arranged in consultation with a Williams faculty member who serves as program director. Students are placed in city organizations or agencies, where they work closely with non-faculty supervisors throughout the semester. Classes are taught by the program director and other professors from Williams or New York area colleges and universities. The program is headquartered at the Williams Club in midtown Manhattan in close proximity to the New York Public Library, the City University of New York Graduate Center, Grand Central Station, and other New York landmarks.

ACADEMIC STANDARDS AND REGULATIONS

Attendance

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

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

Registration

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

New students register by mail in early summer; soon after arrival at Williams, they meet with their assigned Academic Advisors to discuss the curriculum and their course selections. All course changes for new students are made after these meetings. During the first two years of study, students are limited in the number of courses they may take in one department or subject each semester. For full details, see page 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 18.

Course Load

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

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

Fifth Course Pass-Fail Option

Except in the case of the unbalanced course program described above, a student may, at the beginning of any semester, enroll in a fifth course that must be specified as the pass-fail course. *By the sixth week, a student must decide whether to continue the course, and if so, whether on a pass-fail or regularly graded*

Academic Standards and Regulations

basis. A form for designating the option chosen will be sent from the Registrar's Office. A processing fee of \$5 per day may be assessed for 5th course grading option designations accepted after the announced deadline. A course graded "Pass" may *not* be used as one of the thirty-two semester courses required to complete the degree, to fulfill distribution or major requirements, or to make up a deficiency. A pass-fail course converted to a fifth regularly graded course may be used to fulfill distribution or major requirements or to make up a deficiency incurred in a prior term. The grade received will be included in the calculation of the student's cumulative grade-point average.

Winter Study Project

Students must take and pass a Winter Study Project in each of their four years. Winter Study Projects are graded Honors, Pass, Perfunctory Pass, or Fail. All work for Winter Study Projects must be submitted by the last day of the Winter Study Program; work may be accepted after this date only with the permission of a dean. Students who fail their Winter Study Projects will be placed on Academic Probation by the Committee on Academic Standing and will be required to make up the deficiency (see page 18). Students who fail through gross neglect of work will normally be required to resign. A student who receives a second Perfunctory Pass grade in Winter Study will be required to pass a fifth course, which may be graded on the regular A-E or pass/fail basis, in the following spring or fall semester.

Grading System and Records

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

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

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

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

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

First-Year Student Warnings

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

Extensions of Deadlines

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

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

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

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

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

Deficiencies

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

Academic Standards and Regulations

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

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

Normally deficiencies can be made up only by courses taken after the deficiencies have been incurred. A student must make up a deficiency in one of these ways:

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

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

Separation for Low Scholarship

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

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

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

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

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

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

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

Withdrawal from the College in Good Standing

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

Students may request permission from a dean to withdraw at any time. If a student is granted a personal leave of absence after the semester begins, but before the end of the drop/add period, the transcript will list the date of withdrawal as the day before the term began. If a personal leave is granted after the end of the

Academic Standards and Regulations

drop/add period, but before the end of the eighth week of the semester, the transcript will list the date of withdrawal, but the semester will not count toward the maximum of eight allowed to complete the degree. If a personal withdrawal is allowed after the eighth week of the semester, the transcript will list the date of withdrawal and the courses in progress, each with a W; the semester will normally count toward the maximum of eight allowed to complete the degree and the student will incur deficiencies that must be made up before returning to the College.

Refunds

Payment refund or credit in the event of withdrawal is described on page 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 the major department or program. A senior may enter a major only upon the approval of the department chair and the Committee on Academic Standing.

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

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

Eligibility for Extracurricular Activities

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

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

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

Dean's List

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

Phi Beta Kappa Society

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

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

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

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

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

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

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

Academic Standards and Regulations

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

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

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

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

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

Awarding of Degrees

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

Graduation with Distinction

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

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

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

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

ACADEMIC ADVISING

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

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

In the sophomore year, students continue to meet with their first-year advisors and it is recommended that they seek advice from deans and instructors, along with pre-professional and other special advisors (see page 412). Sophomores are also encouraged to discuss major options and requirements with faculty members from departments and programs in which they have an interest before declaring a major in the spring semester.

The student-run Peer Mentor programs can provide additional advice and information for students during their first and sophomore years in particular, as well as for any student wishing a peer perspective about courses, departments, programs, majors, or areas of study. Peer Mentors are nominated by departments and programs from the senior majors. During the year, the Peer Mentors keep informed about any changes in faculty and curriculum in their departments and generally make themselves available for students.

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

ACADEMIC ASSISTANCE

Additional programs of academic assistance are also available through the Academic Resources office. Any student who desires extra help in a course in which he or she is registered may request a tutor who has been recommended by the respective departments to Academic Resources office; costs of this tutoring are covered by Academic Resources. Students seeking to enhance their writing skills in any course may take advantage of the Writing Workshop. Trained and supervised by a coordinator, student writing tutors provide assistance on papers already corrected and with drafts of papers in any stage of the writing process. The Math and Science Resource Center (MSRC), a drop-in help center staffed by student tutors who come highly recommended from the respective departments, is also available to students of Biology 101, 102, and 202, Chemistry 151, 153, 155, 156, 251, 255, Mathematics 100, 101, 103, 104, 105, and 106, Physics 131, 132, 141, and 142, and Statistics 101, and 201. The MSRC (which is open from 8 p.m. to 12 midnight Sundays through Thursdays throughout both academic semesters) works in close cooperation with the faculty teaching those courses.

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

STUDY ABROAD

Advising 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 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 may not be permitted to enroll in classes or remain in residence at the College. Billing statements for accounts with outstanding balances or current activity will be issued monthly and are due upon receipt.

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

College Bills

College charges for tuition, room, board, and fees for the academic year 2008-2009 are as follows:

Tuition	\$37,400
Room Fee (including telephone service)	5,030
Full Board	4,860
Student Activities Fee*	190
House Maintenance Fee (upperclass) or First-Year Dues	50
	<hr/>
	\$47,530

Other Expenses

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

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

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

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

Additional Items

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

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

Expenses

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

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

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

Payment of College Bills

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

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

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

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

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

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

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

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

Expenses

Refund Policy

Federal regulations require that all educational institutions disclose their refund policy to all prospective students. In accordance with that regulation, below is the Williams College Refund Policy for the 2008-2009 academic year.

Fall Semester 2008

<i>Date of Withdrawal</i>		
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 23-29	20% (tuition, board only)*
No refund after October 29, 2008		

Winter Study/Spring Semester 2009

<i>Date of Withdrawal</i>	
Prior to start of classes	February 4
February 4-10	
February 11-17	
February 18-24	
February 25-March 3	
March 4-10	
March 11-17	
March 18-24	
March 25-31	
No refund after March 31, 2009	

*Housing and miscellaneous fees are not pro-rated after the start of classes. Coverage under the College's student health insurance plan will continue for the length of the plan (August 15, 2008-August 14, 2009).

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

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

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

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

Expenses

Financial Aid

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

Distinctive Undergraduate Scholarships

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

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

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

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

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

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

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

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

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

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

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

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

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

Expenses

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

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

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

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

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

Alumni Funded Tutorials

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

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

PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

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

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

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

Visual Arts

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

The College Art Association (CAA) has written:

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

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

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

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

Business Administration

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

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

Preparation for Graduate and Professional Study

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

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

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

Engineering

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

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

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

Law

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

Students intending to study law should consult with the Pre-Law Advisor, Dawn Dellea, at the Office of Career Counseling. Also, on a regular basis each fall, law schools from around the country will visit Williams to provide information and to answer questions of potential applicants. Check the OCC calendar for notice of these visits.

The Health Professions

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

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

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

Preparation for Graduate and Professional Study

Advisor early in the college career to ensure that planned coursework will meet specific admissions requirements.

Jane Cary, the Health Professions Advisor, will be happy to discuss goals and specific steps which might help a student realize them. Detailed information is available at the Health Professions website (www.williams.edu/go/careers/prehealth_welcome.php).

Pre-College and College Teaching/Research

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

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

Teaching After Williams

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

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

Religious Study

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

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

GRADUATE PROGRAMS AT WILLIAMS

Master of Arts in Policy Economics

The Center for Development Economics (CDE), which opened at Williams College in 1960, offers an intensive one-year program in economic analysis leading to the degree of Master of Arts in Policy Economics. The program is specifically designed for economists from developing countries who have already embarked on professional careers in the public sector. The curriculum requires courses in development economics, macroeconomics, public finance, and econometrics. CDE fellows choose among other courses in lecture, seminar, and tutorial formats. Course electives for 2008-2009 include the following: tax policy; political economy; institutions and governance; finance and development; international trade; microfinance; agriculture and development; developing country macroeconomics II; empirical methods in macroeconomics; environmental policy and natural resource management; urbanization; international financial institutions; and the role of social safety nets. Williams undergraduates who satisfy course prerequisites, with the consent of the individual instructor, are encouraged to take courses at the CDE.

Admission to the master's degree program is highly selective, with several hundred applicants each year for approximately 25 places. Candidates normally have a B.A. or B.Sc. degree with honors in economics or a related field, two or more years of relevant work experience, and an effective command of spoken and written English. CDE fellows are often nominated for the program by public agencies from which they will be on leave.

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

Master of Arts in the History of Art

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

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

PRIZES AND AWARDS

The names of persons to whom awards have been made in 2007-2008 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 Roger L. Headrick 1958 in honor of Professor Bostert, Stanfield Professor of History, on the occasion of his retirement after forty-two years as a member of the Williams faculty, and awarded to an Honors student for the best thesis in American History, with special consideration to inter-American relations or Sino-American relations.

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

Prizes and Awards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prizes and Awards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prizes and Awards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prizes and Awards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prizes and Awards

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

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

General Prizes

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

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

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

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

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

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

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

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

Rhetorical Prizes

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

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

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

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

Athletic Prizes

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

Prizes and Awards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prizes and Awards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prizes and Awards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fellowships Awarded by Williams College

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

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

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

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

CLASS OF 1945 STUDENT WORLD FELLOWSHIP. Designed to support 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.

HENRY N. FLYNT, JR., 1944 GRADUATE FELLOWSHIP. The Flynt Fellowships were established in 2008 by Francis T. (Fay) Vincent, Jr., Class of 1960, in honor of the tremendous impact that Hank Flynt had on the lives of hundreds of Williams students during his 38-year tenure administering financial aid at Williams (1950–1988). Candidates for Flynt Fellowships must be seniors at Williams College and prepared to enter a graduate school program during the fall immediately after graduation.

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

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

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

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

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

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

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.

Prizes and Awards

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

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

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

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

WILLIAMS IN AFRICA POST-GRADUATE FELLOWSHIP. Established in 2006 by the Multicultural Center at Williams with the participation of Dr. Mitchell Besser, Class of 1974, founder of the Mothers' programmes in South Africa and elsewhere. The fellowship is a one-year post graduate fellowship which provides living and travel expenses and a modest income while working for one year for The Mothers' Programme in Cape Town, South Africa.

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

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

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

George J. Mead Fund

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

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

Teaching Fellowships, Hong Kong and Guangzhou

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

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 2008-2009

Please check online for the most up-to-date information (www.williams.edu/Registrar/catalog).

COURSE NUMBERING SYSTEM

Courses designated by a single number are semester courses.

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

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

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

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

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

REGISTRATION REMINDERS:

On-campus students must register online with SELFREG.

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

AFRICANA STUDIES (Div. II)

Chair, Professor KENDA B. MUTONGI

Advisory Committee: Professors: D.L. SMITH*, EPPEL, MUTONGI, SINGHAM**. Assistant Professors: L. BROWN, BURTON, GOSA, LONG, MUNEMO, PIEPRZAK, ROBERTS, ROBOLIN, SCHLEITWILER. Visiting Associate Professor: HONDERICH. Visiting Artist in Residence in Africana Studies and Music: BRYANT. Sterling Brown Professor: WAINAINA. Gaius Bolin Fellow: BENSON.

Candidates for a concentration in "Africana Studies: African Americans, Africans and the Diaspora" complete five courses. The two core courses are: AFR 200 as an introductory course (generally team-taught); and AFR 400,

Africana Studies

the senior seminar with special topics or themes emphasized each year. An honors thesis is also an option for students wishing to conduct advanced research and study. Additional courses may be taken with affiliated faculty and visiting professors associated with the program. We encourage students to take at least one course in a program/department other than Africana Studies and consider an experiential learning winter study session; however, the majority of your courses should be selected from among those offered by core faculty.

The honors thesis, taken in addition to the five courses with permission of the chair/mentoring faculty, consists of one or two semesters of work and a winter study.

Courses offered by the program:

Africana Studies 200	Introduction to Africana Studies
Africana Studies 400	Senior Seminar
Africana Studies 491	Senior Honors Thesis
Africana Studies 492	Senior Honors Thesis

Electives:

Art

ArtH 205	Picturing Race: From Early Modern Europe to Now
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American Studies

English/American Studies 220	Introduction to African-American Writing
English/American Studies 345	Black Arts
English/American Studies 372	African-American Literary Thought and Culture

Economics

Economics 204/Environmental Studies 234	Economic Development in Poor Countries
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English

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

History

History 164	Slavery in the American South
History 202	Early-African History Through the Era of the Slave Trade
History 203	Sub-Saharan Africa Since 1800
History 242	Latin America From Conquest to Independence
History 248	History of the Caribbean
History 249	The Caribbean From Slavery to Independence
History 281	African-American History, 1619-1865
History/Africana Studies 282	African-American History From Reconstruction to the Present
History 292	Africans in Europe
History 304	South Africa and Apartheid
History 308	Gender and Society in Modern Africa
History 331	The French and Haitian Revolutions
History 342	Creating Nations and Nationalism in Latin America
History 346	History of Modern Brazil
History 364	History of the Old South
History 365	History of the New South
History 370	Studies in American Social Change
History/Africana Studies 379	African American Electoral Politics in Historical Perspective
History/Africana Studies 381	From Civil Rights to Black Power
History/Women's and Gender Studies 383	The History of Black Women in America: From Slavery to the Present
History 443	Slavery, Race and Ethnicity in Latin America
History 456	Civil War and Reconstruction
History/Africana Studies 459	Jim Crow
History 483T	African Political Thought

Music

Music 122	African-American Music
Music 125	Music Cultures of the World
Music 130	History of Jazz
Music 140	Introduction to the Music of Duke Ellington
Music 141	Introduction to the Music of John Coltrane
Music 209	Music in History III: Music of the Twentieth Century
Music 212	Jazz Theory and Improvisation I
Music 213	Jazz Theory and Improvisation II
Music 220	Rhythm and Jazz in America, Brazil and Cuba

Political Science

Political Science 213	Theory and Practice of Civil Rights Protest
Political Science 239	Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience

Africana Studies

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

Psychology

Psychology 341 Stereotypes, Prejudice, and Discrimination

Theatre

Theatre 241 Performing Race: From Shakespeare to Spike Lee

HONORS PROGRAM IN AFRICANA STUDIES

A candidate for honors in Africana Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. In addition to the five courses normally required for the concentration, an honors candidate will enroll in either AFR 491 or 492 plus a Winter Study in his or her senior year, in order to complete a substantial written thesis or an equivalent project in the performing or studio arts. A student wishing to become a candidate for honors in Africana Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

An honors project should demonstrate creativity, depth, and intellectual rigor. A candidate for honors is encouraged to pursue non-traditional projects, such as presentations in the performing arts, visual arts, or creative writing, as well as more conventional research projects. The advisor will evaluate the honors project, and the program faculty will then decide whether to confer honors.

STUDY ABROAD

The curricular impact on potential majors of studying abroad in the junior year would be positive if students chose to study in countries that reflect the Africana diaspora.

100-Level Courses

AFR 103(F) The City in Africa: Nairobi and Johannesburg (Same as History 103) (W)

(See under HIST 103 for full description.)

MUTONGI

AFR 111(F) Introduction to Francophone Studies (Same as French 111) (D)

(See under RLFR 111 for full description.)

PIEPZAK

AFR 122 African-American Music (Same as Music 122) (Not offered 2008-2009; to be offered 2009-2010)

(See under MUS 122 for full description.)

E. D. BROWN

AFR 130(S) History of Jazz (Same as Music 130)

(See under MUS 130 for full description.)

E. D. BROWN

AFR 140(S) Revolutionary African Literatures (Same as Comparative Literature 218 and English 250)

This course will serve as an introduction to postcolonial African literatures, and it organizes a set of African novels, essays, and poetry around the concept of revolution. In this course, we will attend to fiction that address pre-revolutionary, revolutionary, and post-revolutionary moments in various African societies. In addition to representations of social/political revolutions (decolonization, civil war, feminism, etc.), this course will also consider literary ones (realism, postmodernism, etc.). In doing so, we will consider a variety of questions: What is "revolutionary" literature? To what extent can a literary form be political/revolutionary? What is the relationship between politics and aesthetics? Readings will likely include selections from among Ngugi wa Thiong'o, Njabulo Ndebele, Ama Ata Aidoo, Bessie Head, Nuruddin Farah, Ayi Kwei Armah, Dambudzo Marechera, and Tsitsi Dangaremba.

Format: lecture/discussion. Evaluation will be based upon attendance and participation, reading responses, class presentations, one midterm essay, and one final research paper.

No prerequisites. *Enrollment limit: 25 (expected: 15). Preference given to first- and second-year students.*

Hour: 1:10-2:25 MR

ROBOLIN

AFR 160(S) Defining the African Diaspora (Same as Comparative Literature 214 and English 251)

What is the "African diaspora"? How are we to understand the nature of black belonging? Are the relationships across the African diaspora mutable? What factors facilitate or complicate black identity over time and space? This introductory course will take up these questions by turning to (a) key figures and essays and (b) the fiction, poetry, and film from across the black world. To help better understand the conditions of transnational black identity, we will turn to the work of W.E.B. Du Bois, Kwame Nkrumah, Amie Cesaire, Paule Marshall, Toni Cade Bambara, Marcus Garvey, Frantz Fanon, Caryl Phillips, and Julie Dash, among others. In the process, we will take up defining cultural and political movements that have emerged over the years: Pan-Africanism, Negritude, and other forms of black internationalism.

Format: lecture/discussion. Evaluation will be based upon attendance and participation, two exams, and two essays.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to (potential) concentrators in Africana Studies.*

Hour: 11:20-12:35 TR

ROBOLIN

AFR 166 The Age of Washington and DuBois (Same as History 166) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under HIST 166 for full description.)

LONG

Africana Studies

AFR 180(F) Foundations of Afro-Caribbean Thought (Same as Political Science 206)

This course is an introduction to the foundations of Afro-Caribbean thought, a branch of study within the larger field of Africana thought. Africana thought encompasses ideas from Africa, the Caribbean, North America, and other regions containing African Diasporic populations. In this class, we will examine the contours of the Afro-Caribbean intellectual and political tradition by analyzing important historical figures and movements, the African philosophical roots of the tradition, processes of enslavement and creolization, identity formation, nationalism, anti-colonialism, the role of gender, and the function of mass revolution. We will discuss in particular two influential branches of thought outlined by Paget Henry in the seminal text *Caliban's Reason*: the poeticists and the historicists. Afro-Caribbean thought distinguishes itself not only by its unique categories of poetic and historical knowledge production, but also by the collapse of barriers between poetics and history in the domain of politics. Evaluating the moments of tension and symbiosis between the poeticist and historicist schools will allow us to investigate further the tradition comprehensively. A key objective of the course is to provide students with the necessary preparation to engage in higher level courses in this field of inquiry.

Format: lecture/discussion. Evaluation will be based upon attendance and participation, one 5- to 7-page midterm essay, class presentation, and one 10- to 12-page final paper.

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

Hour: 9:55-11:10 TR

ROBERTS

200-Level Courses

AFR 200(F) Introduction to Africana Studies

This course serves as an introduction to Africana studies and interrogates this interdisciplinary field of inquiry. It is required for concentrators but open to all students. We will examine the representation, arts and culture, politics activism, and history of black peoples in the United States, Caribbean, Latin America, and Africa. In addition to drawing upon key historical, literary and theoretical texts in Africana Studies, the class will incorporate lectures from core and affiliated faculty to address issues such as the black arts movement and Africana music; democracy and captivity in the United States; feminism, gender, and sexuality; black radicalism in the Americas; and identity, class, and race in Latin America and the Caribbean. Accompanying texts will include documentary and feature films, essays, novels, critical and theoretical studies.

Format: lecture. Visits from other Africana Studies faculty will be interspersed. Evaluations will be based upon two 4- to 6-page papers, 2 exams, and a final project.

No prerequisites. *Enrollment limit: 30 (expected: 25). Preference given to (potential) concentrators in Africana Studies.*

Hour: 11:20-12:35 TR

ROBOLIN

AFR 200(S) Introduction to Africana Studies

This survey course introduces students to the content and contours of Africana Studies as a field of study—its genealogy, development, and future challenges. The course focuses on historic and contemporary experiences of African-descended peoples in the Americas, particularly the United States, the Caribbean, and Latin America. We will also give some attention to how members of the Diaspora remember and encounter Africa, and to how Africans respond to the history of enslavement, colonialism, apartheid, racism and globalization. In addition to literature and research, film, music, photography, and artwork will be used to develop a critical understanding of the African Diaspora. These non-written texts will make abstract readings come to life while stimulating the development of critical thinking skills. Students are encouraged to draw connections between these visual/audio representations and the ideas and issues that we uncover from course readings.

Format: lecture/discussion. Evaluation will be based upon two 3- to 5-page papers, midterm exam, and final annotated bibliography/or research proposal.

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

Hour: 9:55-11:10 TR

GOSA

AFR 203(S) A Survey of Modern African History (Same as History 203)

(See under HIST 203 for full description.)

MUTONGI

AFR 205 Picturing Race: From Early Modern Europe to Now (Same as Arth 205) (Not offered 2008-2009; to be offered 2009-2010)

(See under ARTH 205 for full description.)

ERICKSON

AFR 212(F) Jazz Theory and Improvisation I (Same as Music 212)

(See under MUS 212 for full description.)

BRYANT

AFR 213(S) Theory and Practice of Civil Rights Protest (Same as Political Science 213)

(See under PSCI 213 for full description.)

A. WILLINGHAM

AFR 214(S) Jazz Theory and Improvisation II (Same as Music 213)

(See under MUS 213 for full description.)

BRYANT

AFR 220(F) Introduction to African American Writing (Same as American Studies 220 and English 220)

(See under ENGL 220 for full description.)

SCHLEITWILER

AFR 226(F) Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War (Same as French 226)

(See under RLFR 226 for full description.)

PIEPZAK

AFR 229(F) Race, Ethnicity, and Education in the United States (Same as Latina/o Studies 229 and Sociology 229)

Despite salient reductions in educational inequality over the past thirty years, the academic underachievement of Black, Latino, and Native American youth remains one of the most researched, yet stubborn social problems in

American society. The goal of this 200-level course is to explore issues of race and ethnicity in American education. We will investigate issues facing racial and ethnic minorities such as school and residential segregation, academic tracking, language isolation, and family/peer group influences. Students will be asked to consider the ways in which schools alleviate or reproduce racial inequality, and how schools reproduce advantage and social privilege.

Format: seminar/discussion. Evaluation will be based upon a series of short response papers, midterm exam, and final paper.

No prerequisites. *Enrollment limit: 30. Open to all.*

Hour: 11:00-12:15 MW

GOSA

AFR 234 Afro-Pop: Urban African Dance Music (Same as Music 234) (Not offered 2008-2009; to be offered 2009-2010)

(See under MUS 234 for full description.)

E. D. BROWN

AFR 235(F) African Rhythm, African Sensibility (Same as Music 235) (D)

(See under MUS 235 for full description.)

E. D. BROWN

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

(See under THEA 241 for full description.)

P. ERICKSON

AFR 245(F) Monk and the Bebop Revolution (Same as Music 242)

Pianist, Thelonious Monk, called the "high priest of BeBop," is one of the key figures in this movement that is the basis of all modern jazz. His music is rooted in earlier jazz styles but his genius has given us music that is unique and meaningful to this day. In the early 1940's he and Charlie "Yardbird" Parker, Dizzy Gillespie, Bud Powell, Max Roach and a thriving community of young, innovative musicians in New York developed this new style in places like Minton's Playhouse in Harlem. They inspired a generation of musicians who continued their legacy and became iconic figures in the jazz world including Miles Davis, Sonny Rollins, Charles Mingus, The Modern Jazz Quartet, Art Blakey and the Jazz Messengers. "Cool Jazz," "Hard Bop," and even "Free Jazz" and the Avante Garde of the 1960's emerged from the creative landscape that BeBop nurtured. This immense influence reached beyond music and into poetry and the arts. The Beat poet Jack Kerouac idealized "Bird" and African-American poetry has been influenced by jazz from Langston Hughes to Amiri Baraka until today. BeBop and its offshoots developed alongside the post-war Civil Rights movement. The give and take between the cultural and political development of Black America is an important theme of this course-Jim Crow, integration, Civil Rights, Black Power, self-expression, improvisation, artistic, and political freedom. Readings include essays and poetry that illustrate these influences as well as biographies of the major artists. With the introduction of any innovative art form, there can be an expected backlash from the previous generation. We will read critical writings and reviews from the period that give us a better idea of the impact of this movement including essays by Ralph Ellison. Listening will include jazz: weekly listening and reading assignments-with a written journal, two short papers and one end of semester 8-10 page research paper, midterm listening/short answer exam. Musicians may choose to substitute the research music from the 1930's until the present.

Format: lecture/discussion. Requirements paper for a creative project (i.e. musical composition, transcriptions and/or performance or recording). Evaluation will also be based upon attendance and class participation.

Prerequisites: approval of instructor. *Enrollment limit: 19.*

Hour: 11:00-12:15 MW

BRYANT

AFR 248(F) History of the Caribbean: Race, Nation, and Politics (Same as History 248)

(See under HIST 248 for full description.)

BENSON

AFR 250 African Music: Interdisciplinary Studies (Same as INTR 287 and Music 233) (Not offered 2008-2009; to be offered 2009-2010)

(See under MUS 233 for full description.)

E. D. BROWN

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

(See under ANTH 252 for full description.)

HAUGH

AFR 256 Politics of Africa (Same as Political Science 256) (Not offered 2008-2009; to be offered 2009-2010)

(See under PSCI 256 for full description.)

AFR 260 South African and American Intersections (Same as Comparative Literature 258 and English 252) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/afri/afri260.php)

ROBOLIN

AFR 261(S) Dance: Bodies in Latina/o Motion (Same as EXPR 261, Latina/o Studies 261, and Theatre 261)

(See under LATS 261 for full description.)

JOTTAR

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

(See under HIST 281 for full description.)

LONG

AFR 282(S) African-American History From Reconstruction to the Present (Same as History 282)

(See under HIST 282 for full description.)

L. BROWN

AFR 285(F) The Craft and Gimmicks of Good Prose (Same as English 285)

In this workshop, we will learn how to think about prose and fiction in a world so filled with noise and entertainment that sometimes silence gives us relief. The workshop will deal with the high and low: the nuts and bolts of a sentence, we will take apart characters; and try to put them together again, and try peeping at them from under the kitchen sink. Tricks, shortcuts and useable gimmicks will be learned. But, no nut and no bolt will make for good

Africana Studies

fiction: we are not telling stories here, we are building viable worlds.

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

WAINAINA

AFR 292(S) Africans in Europe: Slaves, Abolitionists, Artists, Intellectuals and Migrants in the Modern Era (Same as History 292)

(See under HIST 292 for full description.)

SINGHAM

300-Level Courses

AFR 302(S) Rastafari: Dread, Politics, Agency (Same as Political Science 234 and Religion 261)

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

Format: lecture. Evaluation will be based upon one 5- to 7-page midterm essay, a group lyrics and politics project, and one 10- to 12-page final exam.

No prerequisites. *No enrollment limit (expected 25). Open to all*

Hour: 2:35-3:50 MR

ROBERTS

AFR 305(F) The Hip-Hop Generation: Power, Identity, and Social Change (Same as Sociology 305 and Women's and Gender Studies 305)

This 300-level course investigates the social, cultural, and political dynamics of the hip-hop generation. Hip-hop is used to frame the analysis of U.S. and urban "social problems" since the late 1970s. First, students will be asked to consider the larger structural forces that have given rise to hip-hop including economic dislocation, discrimination, the drug economy, and mass incarceration. Second, the course will use hip-hop as a critical framework for exploring how popular/youth culture (re)produces and (re)defines cultural assumptions about race-ethnicity, gender and sexuality, and social class. Drawing on social interactionist and dramaturgical theory, we will examine how hip-hop facilitates and defines how we understand and "perform" these social identities. Third, students will be challenged to consider how popular identity and culture might facilitate or hinder social change. Combining ideas from theories of social movements, we will explore how hip-hop can be used to resist and challenge inequality, "speak truth to power," and enact social change. Scholarly and popular texts, film, hip-hop music, and original student research projects will be used to gain a comprehensive understanding of these social issues.

Format: seminar/research practicum. Requirements: Students will maintain a critical listening journal throughout the semester; Final research paper and formal presentation of findings.

No prerequisites. *Enrollment limit: 24. Preference given to Africana Studies concentrators and Sociology majors.*

Hour: 1:10-2:25 MR

GOSA

AFR 308(S) Gender and Society in Modern Africa (Same as History 308 and Women's and Gender Studies 308)

(See under HIST 308 for full description.)

MUTONGI

AFR 318(F) Voting Rights and Voting Movements (Same as Political Science 318)

(See under PSCI 318 for full description.)

A. WILLINGHAM

AFR 329(S) The African American Family (Same as Sociology 329)

This course explores the historic and contemporary dynamics of the African American family in U.S. society. We shall begin by analyzing how the trans-Atlantic slave trade and Jim Crow created, altered, transported, and/or strengthened black families. The course proceeds to consider more contemporary sociological topics including gender roles, divorce and marriage dissolution, sexuality and love, mate selection, parenting and fatherhood, and the well-being of black children. We will pay special attention to how black families are imagined in popular culture, including representations in the news, film, and literature. The overall goal of this course is to highlight the resiliency of African American families.

Format: seminar/discussion. Evaluation will be based upon a series of short response papers, midterm exam, and final paper.

No prerequisites. *Enrollment limit: 24. Preference given to Africana Studies concentrators and Sociology majors.*

Hour: 11:00-12:15 MW

GOSA

AFR 330T(S) Non-Profit Organization and Community Change (Same as Political Science 331T) (W)

(See under PSCI 331 for full description.)

A. WILLINGHAM

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

(See under LATS 331 for full description.)

JOTTAR

AFR 350(S) Government and Politics in Zimbabwe (Same as Political Science 350) (W)

(See under PSCI 350 for full description.)

MUNEMO

AFR 358(S) Eroding Witness: Aesthetics, Knowledge, and Racial Perception (Same as American Studies 358 and English 358)

(See under ENGL 358 for full description.)

SCHLEITWILER

Africana Studies, American Studies

AFR 377 Imagining Africa: The Politics of Representation (Same as Comparative Literature 347 and English 348) (Not offered 2008-2009; to be offered 2009-2010) (W)
(www.williams.edu/Registrar/catalog/depts/afr/afr377.php)

ROBOLIN

AFR 379(F) African American Electoral Politics in Historical Perspective (Same as History 379)

(See under HIST 379 for full description.)

L. BROWN

AFR 381(F) From Civil Rights to Black Power (Same as History 381)

(See under HIST 381 for full description.)

L. BROWN

400-Level Courses

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

Physical or symbolic manipulation of space is one mode through which power operates, one manner in which power is exercised and experienced. Historically and currently, space has been divided and resources have been unevenly distributed along numerous axes. Thus, we are left with a constellation of dubiously constructed but nonetheless segregated spaces: public vs. private, male vs. female, white vs. black, native vs. immigrant, rich vs. poor, Christian vs. heathen (even Protestant vs. Catholic), and straight vs. queer sexuality. In this senior seminar, we will examine the ways in which power is enacted, experienced, and resisted through space. In particular, we will investigate the role of space in the creation of raced and gendered identities. Also, because the political and social manipulation of space is not the exclusive prerogative of the empowered, we will consider ways that resisting communities have sought to negotiate, redesign, or redefine space-or even transgress constrictive physical or social boundaries. Finally, we will inquire into the complex politics involved in attempts to establish alternative spaces of relative autonomy beyond the rules or the space of dominant culture. Likely texts include but are not limited to: Henri LeFebvre's *The Production of Space*, McKittrick and Woods' *Black Geographies*, Toni Morrison's *Paradise*, Phanswane Mpe's *Welcome to Our Hillbrow*, essays by Morrison, Michel de Certeau, Neil Smith, bell hooks, David Harvey, Sarah Mills, among others.

Format: seminar. Evaluations will be based upon: attendance and class discussion, regular short writing assignments, presentations, final projects, and one seminar paper.

Enrollment limit: 14 (expected: 14). This seminar is open to all seniors, but priority will be given to Africana Studies concentrators.

Hour: 1:10-3:50 W

ROBOLIN

AFR 402(S) The Political Thought of Frantz Fanon (Same as Philosophy 360 and Political Science 360)

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and African thinkers of the twentieth-century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Format: seminar. Evaluation will be based upon attendance and participation, a class presentation (oral and written components), and one 25-page final research paper.

Enrollment limit: 14. This seminar is open to all seniors, but priority will be given to Africana Studies concentrators.

Hour: 1:10-3:50 W

ROBERTS

AFR 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as American Studies 403, Comparative Literature 375, English 375 and Latina/o Studies 403) (D)

(See under AMST 403 for full description.)

WANG

AFR 459(S) Jim Crow (Same as History 459)

(See under HIST 459 for full description.)

L. BROWN

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

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

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

THE AFRICANA STUDIES CONCENTRATION AND THE AMERICAN STUDIES MAJOR

Several courses in Africana Studies count for credit in the American Studies major. Therefore, students in American Studies can complete requirements for an Africana Studies concentration by taking the introductory course and the capstone senior seminar. Another three courses must be chosen which satisfy both American Studies and Africana Studies requirements.

AMERICAN STUDIES (Div. II)

Chair, Professor: MARK REINHARDT

Faculty 2008-2009: Professor: WONG*. Associate Professors: L. JOHNSON, KENT***. Assistant Professors: AUBERT, CEPEDA*, RUA, THORNE**, WANG. Senior Lecturer: CLEGHORN. Mellon Postdoctoral Fellow: VIMALASSERY. Visiting Assistant Professor: UM.

American Studies

GENERAL PROGRAM DESCRIPTION

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

NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES

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

RATIONALE FOR COURSE NUMBERING

In addition to an occasional 100-level topical course, the introductory course is offered at the 200 level to suggest the desirability of some preliminary training in college-level history, literature, sociology, or political science. The intermediate courses, designated as Junior Seminars at the 300 level, are offered primarily for juniors, although they are open to sophomores who have had 201 and will be away from campus during the spring of their junior year. 400-level courses designated as Senior Seminars are designed for senior majors.

THE MAJOR

Required major courses:

American Studies 201

300 level courses designated *Junior Seminar*

400 level courses designated *Senior Seminar*

Elective courses:

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

THE DEGREE WITH HONORS IN AMERICAN STUDIES

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

ADVISING

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

AMERICAN STUDIES AND OTHER PROGRAMS

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

STUDY AWAY FROM WILLIAMS

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

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

AMST 101 Artists Respond to Contemporary Events (Same as ArtS 101) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under ARTS 101 for full description.)

L. JOHNSON

AMST 105(F,S) Participatory Media Production (Same as ArtS 105)

(See under ARTS 105 for full description.)

SCHLEITWILER

AMST 138(F,S) A Love for Literature (Same as English 138) (W)

(See under ENGL 138 for full description.)

SCHLEITWILER

AMST 144(F) Whodunit? The Ethnic Detective Novel and its Permutations (Same as English 144) (W)

(See under ENGL 144 for full description.)

UM

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

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

Format: discussion. Evaluation will be based on a series of short critical essays and a group project.

No prerequisites. *Enrollment limit: 25 per section (expected: 25 per section). Preference given to sophomores and first-year students with AP 5 in U.S. History.* One section in the fall; one section in the spring.

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

First Semester: CLEGHORN, WANG

8:30-9:45 TR, 11:00-12:15 MW

Second Semester: M. REINHARDT, CLEGHORN

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

(See under ENGL 210 for full description.)

LIMON

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

(See under ENGL 220 for full description.)

SCHLEITWILER

AMST 221(F) Introduction to Urban Studies: Shaping and Living the City (Same as Latino/a Studies 220)

(See under LATS 220 for full description.)

RÚA

AMST 225(S) Religions of North America (Same as Religion 225)

(See under REL 225 for full description.)

SHUCK

AMST 226 New Religions in North America (Same as Religion 226) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 226 for full description.)

SHUCK

AMST 227(S) Utopias and Americas (Same as Latina/o Studies 227 and Religion 227)

(See under REL 227 for full description.)

HIDALGO

AMST 228T North American Apocalyptic Thought (Same as Religion 228T) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 228 for full description.)

SHUCK

AMST 235 Latina/o Theatre and Performance, 1950-2000 (Same as Comparative Literature 268, Latina/or Studies 235, Theatre 235 and Women's and Gender Studies 235) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under LATS 235 for full description.)

JOTTAR

AMST 236(S) South Asians in America

This course will serve as an introduction to South Asian American Studies, tracing the movement of people and cultures between the Indian subcontinent and America. We will read scholarship across disciplines, including anthropology, history, and literary criticism, alongside fiction, film, and music, engaging approaches grounded in Immigration Studies, alongside those in Diaspora Studies. Focusing on activism and cultural production, we will examine South Asian American identities, as they are organized around race and ethnicity, as well as around gender, sexuality, national origin, and religion, to consider South Asians in relation to African Americans, Arab Americans, and Asian Americans.

Format: lecture/discussion. Evaluation will be based on class participation, weekly response papers, midterm, and a final paper (8-10 pages).

No prerequisites. *Expected enrollment: 10-15.*

Hour: 1:10-2:25 TF

VIMALASSERY

AMST 238(S) American Literature since 1945: Racial Formations and Transformations (Same as English 238)

(See under ENGL 238 for full description.)

UM

AMST 240 Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as Comparative Literature 210, Latina/o Studies 240 and Linguistics 254) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under LATS 240 for full description.)

CEPEDA

AMST 256T Literature of the Americas: Dialogues in Historical Perspective (Same as Comparative Literature 272) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(See under COMP 272 for full description.)

FRENCH

AMST 264 American Art and Architecture, 1600 to Present (Same as ArtH 264) (Not offered 2008-2009; to be offered 2009-2010)

(See under ARTH 264 for full description.)

M. LEWIS

American Studies

- AMST 283 Topics in Asian American Literature** (Same as English 287) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(www.williams.edu/Registrar/catalog/depts/amst/amst283.php) WANG
- AMST 302(F) The United States and the Pacific (Junior Seminar)**
The history and culture of the United States cannot be thought of separately from those of Asia and the Pacific. From the "City on the Hill" to Manifest Destiny and beyond, the momentum of expansion into the Pacific has catalyzed culture and politics in the U.S. This course examines the intertwined histories of the U.S. and the Pacific, focusing on regions, nations, and empires. We will explore the ways that these regions constituted each other over the course of their shared history, with an aim towards understanding the history of the U.S. as part of a larger history of the world. Through economic, diplomatic, military, cultural, and community histories, we will consider encounters and contestations between the U.S. and the Pacific, to explore the shifting, contradictory emergence of ideas and conceptions of "America."
Format: seminar/discussion. Evaluation will be based on class participation, weekly response papers, a cumulative review essay (5-7 pages), and a final paper (10-15 pages).
No prerequisites. *Expected enrollment: 10. Preference will be given to American Studies majors.*
Hour: 1:10-3:50 W VIMALASSERY
- AMST 302 American Utopias (Junior Seminar)** (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/amst/amst302.php) CLEGHORN
- AMST 302 Asian American Writing and the Visual Arts** (Same as English 388) (Junior Seminar)
(*Not offered 2008-2009; to be offered 2009-2010*) (D)
(www.williams.edu/Registrar/catalog/depts/amst/amst302.php) WANG
- AMST 305 Cities of the Anglophone Chinese Imagination** (Same as Asian Studies 305, Comparative Literature 303 and English 374) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(www.williams.edu/Registrar/catalog/depts/amst/amst305.php) WANG
- AMST 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers**
(Same as Latina/o Studies 310) (Junior Seminar) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(See under LATS 310 for full description.) RÚA
- AMST 311(F) US-China Foreign Cultural Relations, 1900-1950** (Same as Asian Studies 311, Comparative Literature 311 and English 334)
(See under COMP 311 for full description.) SO
- AMST 329(F) U.S. Wars in Asia and their Legacies** (Same as English 329)
(See under ENGL 329 for full description.) UM
- AMST 330(S) Aesthetics of Resistance: Contemporary Latin American Theatre and Performance** (Same as Comparative Literature 330, Latina/o Studies 330, Theatre 330 and Women's and Gender Studies 330)
(See under LATS 330 for full description.) JOTTAR
- AMST 331(F) Sound and Movement in the Afro-Latin Diaspora** (Same as Africana Studies 331, Latina/o Studies 331, Theatre 331, and Women and Gender Studies 331)
(See under LATS 331 for full description.) JOTTAR
- AMST 332(S) Latinos and Education: The Politics of Schooling, Language, and Latino Studies**
(Same as Latina/o Studies 332) (Junior Seminar) (W) (D)
(See under LATS 332 for full description.) RÚA
- AMST 338(S) Literature of the American Renaissance** (Same as English 338)
(See under ENGL 338 for full description.) ROSENHEIM
- AMST 339 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday** (Same as Comparative Literature 338 and Latina/o Studies 338) (*Not offered 2008-2009; to be offered 2009-2010*) (W) (D)
(See under LATS 338 for full description.) CEPEDA
- AMST 346 Latinos/as and the Media: From Production to Consumption** (Same as Comparative Literature 359 and Latina/o Studies 346) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(See under LATS 346 for full description.) CEPEDA
- AMST 358(S) Eroding Witness: Aesthetics, Knowledge, and Racial Perception** (Same as Africana Studies 358 and English 358)
(See under ENGL 358 for full description.) SCHLEITWILER
- AMST 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.** (Same as History 466) (*Not offered 2008-2009; to be offered 2009-2010*)
(See under HIST 466 for full description.) DALZELL
- AMST 368 Cultural Encounters in the American West** (Same as History 368) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(See under HIST 368 for full description.) WONG
- AMST 379 American Pragmatism** (Same as Philosophy 379) (*Not offered 2008-2009; to be offered 2009-2010*)
(See under PHIL 379 for full description.) GERRARD

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

AMST 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, Comparative Literature 375, English 375 and Latina/o Studies 403) (D)

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

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

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

Hour: 1:10-3:50 W

WANG

AMST 403 American Music (Senior Seminar) (Not offered 2008-2009; to be offered 2009-2010)

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

CLEGHORN

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

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

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

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

Hour: 1:10-3:50 W

RÚA

AMST 406 Twentieth-Century American Poetic Movements (Same as English 407) (Not offered 2008-2009; to be offered 2009-2010)

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

WANG

AMST 409 Tracing the Roots of Routes: Comparative Transnationalisms (Same as Latina/o Studies 409) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(See under LATS 409 for full description.)

CEPEDA

AMST 462 Art of California: “Sunshine or Noir” (Same as ArTH 462 and Latina/o Studies 462) (Not offered 2008-2009; to be offered 2009-2010)

(See under ARTH 462 for full description.)

CHAVOYA

AMST 465T(F) Two American Public Intellectuals: Noam Chomsky and Edward Said (Same as English 367T) (W)

Course description: The “public intellectual”—privileged over and against the “ivory tower” intellectual—has been touted by both the American right and the left and his decline or demise decried on a regular basis. In the United States, with its history of anti-intellectualism, few thinkers have made a mark in their academic disciplines and also intervened significantly in public discourses. This tutorial will interrogate the role of the intellectual in society by examining the work of two major American public (and politically active) intellectuals: Edward Said (1935-2005) and Noam Chomsky (b. 1928). Said, a Columbia University English professor was one of the major literary critics of the last century, the inaugurator of the field of postcolonial studies (with his 1978 text *Orientalism*), and an advocate for Palestinian rights. Chomsky, the son of a Hebrew scholar, is a pioneer in the field of linguistics (he founded the theory of generative grammar and taught at MIT for many years) and, since his work in the anti-Vietnam-War movement, has been a highly vocal critic of various forms of hegemonic power. He has been voted the “world’s top public intellectual” by one poll and is the most widely cited living scholar in the humanities and social sciences. We will focus on a few major issues on which Chomsky and Said shared deep concerns: ideologies within the academy and society at large, media representations, Palestinians and the Middle East,

American Studies

9/11, U.S. global dominance, and the role of the intellectual in society. Said and Chomsky were largely in agreement ideologically, but we will also discuss their differences and read criticisms of their ideas.

Format: tutorial. Requirements: 5-page analytical paper every other week and a critical commentary on the tutorial partner's paper in alternate weeks.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all students, preference at instructor's discretion.*

Tutorial meetings to be arranged.

WANG

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

SPECIALIZATION FIELDS

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

ARTS IN CONTEXT

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

Elective courses:

Africana Studies 160 Defining the African Diaspora
ArH 264 American Art and Architecture
ArH 265 Pop Art
ArH 262 Sunshine and Noir: Art of California
ArH 470 American Orientalism
Comparative Literature 230 Violent States, Violent Subjects
English 209 Introduction to American Literature, Origins to 1865
English 210 Introduction to American Literature, 1865 to Present
English 220 African-American Literature
English 246 The Novel and Globalization
English 253 Contemporary African-American Literature
English 256 Culture and Colonialism
English 258 Poetry and the City
English 338 American Renaissance
English 341 American Genders/American Sexualities
English 342 Representing Sexualities
English 343 Whitman and Dickinson in Context
English 350 James Baldwin and his Contemporaries
English 372 African-American Thought and Culture
English 388 Asian-American Writing and the Visual
English 407 Twentieth-Century American Poetic Movements
History 395 Fashioning Bodies
Latina/o Studies 203 Chicana/o Film and Video
Latina/o Studies 240 Politics of Language in the Literature and Culture of US Latina/os
Latina/o Studies 331 Sound and Movement in the Diaspora: Afro-Latin Identities
Latina/o Studies 335 Contemporary US Theatre and Performance: Latinos/as in the Everyday
Latina/o Studies 464 Latina/o Visual Culture
Music 114 American Music
Music 122 African-American Music
Music 130 History of Jazz
Music 210 American Pop Orientalism
Music 220 Rhythm and Jazz in America, Brazil and Cuba
Music 231 Nothing But the Blues
Music 232 Latin Music USA
Music 240 Ellington
Music 241 Coltrane
Theatre 220 Approaching Performance Studies
Theatre 330 Aesthetics of Resistance: Contemporary Latino/a Theatre and Performance

COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

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

Elective courses:

Africana Studies 140 Defining the African Diaspora
Africana Studies 165 The Quest for Racial Justice in Twentieth-Century America

American Studies

Africana Studies 200	Introduction to Africana Studies
Africana Studies 208	Writing Africa from Beyond: The Novel of the Diaspora
Africana Studies 210	Black Leadership in American Culture
Africana Studies 211	Topics in African-American Performance: Theatre and Film of the Harlem Renaissance
Africana Studies 220	Rhythm and Jazz in America, Brazil, and Cuba
Africana Studies 240	Contemporary African American Literature
Africana Studies 260	Leadership in the Civil Rights Movement
Africana Studies 260	South African and American Intersections
Africana Studies 282	African-American History from Reconstruction to the Present
Africana Studies 285	Religion in Black Film, Media, and Literature
Africana Studies 286	Constructing Black Lives in Film and Literature
Africana Studies 300T	Racial-Sexual Politics and Cultural Memory
Africana Studies 320	Race-Gender in the Black Diaspora
Africana Studies 383	The History of Black Women in America: From Slavery to the Present
Africana Studies 400	Senior Seminar: Black Feminist Theory and Practice
Africana Studies 410	Race, Culture, and Incarceration
Africana Studies 467	African Americans in Urban America
American Studies 283	Topics in Asian American Literature
American Studies 302	Asian American Writing and the Visual Arts
American Studies 311	Asian American Film
American Studies 330	The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance
American Studies 331	Sound and Movement in the Diaspora: Afro-Latin Identities
American Studies 335	Contemporary US Theatre and Performance: Latinos/as in the Everyday
American Studies 409	Tracing the Roots of Routes: Transnationalism and its (Dis)Contents
ArH 203	Chicana/o Film and Video
ArH 212	Race, Sexuality, and Cinema
History 148	The Mexican Revolution: 1910 to NAFTA
History 164	Slavery in the American South
History 243	Modern Latin America, 1822 to the Present
History 249	The Caribbean from Slavery to Independence
History 281	African-American History, 1619-1865
History 282	African-American History From Reconstruction to the Present
History 286	Latino(a) History from 1846 to the Present
History 364	History of the Old South
History 365	History of the New South
History/American Studies 368	Cultural Encounters in the American West
History 370	Studies in American Social Change
History 380	Comparative American Immigration History
History 384	Comparative Asian-American History, 1850-1965
History 385	Contemporary Issues in Recent Asian-American History, 1965-Present
History/Latina/o Studies/Women's and Gender Studies 386	Latinas in the Global Economy: Work, Migration, and Households
History/Latina/o Studies/Women's and Gender Studies 387	Community Building and Social Movements in Latino/a History
History 443	Slavery, Race and Ethnicity in Latin America
History 456	Civil War and Reconstruction
History/American Studies 488T	The Politics and Rhetoric of Exclusion: Immigration and Its Discontents
Music 122	African-American Music
Music 130	History of Jazz
Political Science 213	Theory and Practice of Civil Rights Protest
Political Science 318	The Voting Rights Act and the Voting Movement
Political Science 349T	Cuba and the United States
Psychology 341T	Stereotypes, Prejudice, and Discrimination
Theatre 210	Multicultural Performance
Theatre/American Studies 211	Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement

CRITICAL AND CULTURAL THEORY

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

Elective courses:

Africana Studies 201/ArH 200	Modern and Contemporary African Art
Africana Studies 300/Women's and Gender Studies 415	Racial-Sexual Politics and Cultural Memory
Africana Studies 320/Anthropology 326	Race-Gender in the Black Diaspora
Africana Studies 323/Philosophy 323/Political Science 323)	The Origins of Totalitarianism
Africana Studies 400/Women's and Gender Studies 400	Black Feminist Theory and Practice
Africana Studies 410/Political Science 302	Race, Culture, and Incarceration
ANSO 305	Social Theory

American Studies

Anthropology 270T Trauma, Memory, and Reconciliation
 Anthropology 328T Emotions and the Self
 Comparative Literature 338/Latina/o Studies 338 Theorizing Popular Culture
 Comparative Literature 340 Literature and Psychoanalysis
 Comparative Literature 344/Religion 304 From Hermeneutics to Post-Coloniality
 English 117/Comparative Literature 117 Introduction to Cultural Theory
 English 230/Comparative Literature 240 Introduction to Literary Theory
 English 246 The Novel and Globalization
 English 249 Hitchcock and Psychoanalytic Theory
 English 256 Culture and Colonialism: An Introduction
 English 346/ArH 307/Comparative Literature 356/INTR 346 The Human Face in the Modern Imagination
 English 386/Women's and Gender Studies 388/Comparative Literature 342 Psychoanalysis, Gender, and Sexuality
 English 390 History in Theory
 English 394 Gothic Theory
 English 408/Comparative Literature 345 Culture, Criticism and Praxis
 History 483T African Political Thought
 History 490T History, Nostalgia, and the Politics of Collective Memory
 INTR 260 Games, Play and Virtual Worlds
 Music 210T American Pop Orientalism
 Philosophy 201 Reading the Critics of Reason
 Philosophy 224/INTR 224/Religion 224 After God
 Philosophy 282/Religion 280 The Turn to Religion in Post-Modern Thought
 Philosophy 304 Authenticity: From Rousseau to Post-structuralism
 Philosophy 305 Existentialism and Phenomenology
 Philosophy 316/INTR 316/Religion 316 Nothing, God, Freedom
 Philosophy 327/Women's and Gender Studies 327 Foucault: Power, Bodies, Pleasures
 Philosophy 379 American Pragmatism
 Philosophy 393 Hegel: Freedom and History
 Political Science 204 (Marasco) Intro to Political Theory: Utopias
 Political Science 230 American Political Thought
 Political Science 239 Political Thinking About Race
 Political Science 326 Imperialism
 Political Science 326/Women's and Gender Studies 336 Sex, Gender, and Political Theory
 Political Science 333/ECON 299 Economic Liberalism and Its Critics
 Political Science 338 Critical Theory and the Frankfurt School
 Religion 204 Redeeming a Broken World: Messianism in Modernity
 Religion 284 Foucault
 Sociology 345 Producing the Past
 Theatre 220/Women's and Gender Studies 220/ARTS 204 Approaching Performance Studies
 Theatre 322/Comparative Literature 322 Performance Criticism
 Women's and Gender Studies 101 Introduction to Women's and Gender Studies
 Women's and Gender Studies 225/Philosophy 225 Introduction to Feminist Thought
 Women's and Gender Studies 227/Sociology 225 Sex and Gender
 Women's and Gender Studies 228/Philosophy 228 Feminist Bioethics
 Women's and Gender Studies 271T/Philosophy 271T Woman as "Other"
 Women's and Gender Studies 341/English 341 American Genders, American Sexualities
 Women's and Gender Studies 342/English 342 Representing Sexualities: U.S. Traditions
 Women's and Gender Studies 402 Feminism and the Politics of the Family
 Women's and Gender Studies 489T/History 489T History and the Body

SPACE AND PLACE

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

Elective courses:

ArH/American Studies 264 American Art and Architecture, 1600 to Present
 Environmental Studies 101 Humans in the Landscape: An Introduction to Environmental Studies
 Geosciences 105 Geology Outdoors
 Geosciences 201/Environmental Studies 205 Geomorphology
 Geosciences/Environmental Studies 208 Water and the Environment
 History 364 History of the Old South
 History 365 History of the New South
 History 380 Comparative American Immigration History
 History 466/American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.
 INTR 242/ArH 268/ArtS 212/Religion 289 Network Culture
 Political Science 101 The Politics of Place in America
 Political Science 317/Environmental Studies 307 Environmental Law
 Political Science 335 Public Sphere/Public Space
 Political Science 349T Cuba and the United States
 Sociology 215 Crime in the Streets

ANTHROPOLOGY AND SOCIOLOGY (Div. II)

Chair, Associate Professor ANTONIA FOIAS

Professors: M. F. BROWN, D. EDWARDS*, JACKALL, JUST, NOLAN. Associate Professors: FOIAS.
Assistant Professors: SHEVCHENKO, VALIANI*. Visiting Assistant Professor: HAUGH. Affiliated
Faculty: GOSA.

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

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

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

MAJORS

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

Requirements

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

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

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

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

STATISTICS AND DATA ANALYSIS

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

AREA STUDIES CONCENTRATION

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

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

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

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and *must* submit a proposal for the thesis for depart-

Anthropology and Sociology

ment approval *no later* than preregistration in the spring of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANTHROPOLOGY / SOCIOLOGY COURSES

JOINT CORE COURSES

ANSO 205(S) Ways of Knowing

This class is an exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What sets social reality apart from nature, and what implications does this difference have for our study of society? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? We will approach these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and visitors who represent a variety of research methods and disciplinary perspectives.

Format: seminar. Requirements: a series of short papers and a take-home final exam.

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

Hour: 1:10-3:50 W

SHEVCHENKO

ANSO 305(F) Social Theory

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

Format: seminar. Requirements: three 5- to 7-page essays.

Prerequisites: Anthropology 101 or Sociology 101 and ANSO 205 or permission of instructor. *Enrollment limit: 25 (expected: 15).*

Hour: 8:30-9:45 TR

M. F. BROWN

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

This capstone seminar combines intensive discussion and individual research. The first half of the semester will be dedicated to the discussion of a social issue central to the concerns of both anthropology and sociology. The class will meet with the instructor in spring 2008 to decide on that topic. Then, in the second half of the semester, students will pursue independent, original projects and produce a major term paper. Toward the end of the semester, students will present their projects to the seminar. Students who are not senior majors in anthropology or sociology are admitted to this course only on the instructor's permission.

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

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

Hour: 2:35-3:50 TF

FOIAS

ANTHROPOLOGY COURSES

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

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

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

Enrollment limit: 30 (expected: 30). Preference given to first-year students and sophomores. Juniors and seniors admitted only by permission of instructor.

Hour: 2:35-3:50 MR

9:55-11:10 TR

First Semester: HAUGH

Second Semester: M. F. BROWN

Anthropology and Sociology

- ANTH 102 Human Evolution: Down From the Trees, Out to the Stars (Same as Environmental Studies 106)** (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/anth/anth102.php) FOIAS
- ANTH 103(S) Pyramids, Bones, and Sherds: What is Archaeology?**
Anthropology examines not only living societies, but also prehistoric cultures whose remains are found world-wide. 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, mid-term 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 100)**
(See under LING 100 for full description.) SANDERS
- ANTH 208(F) The Nature of Human Language (Same as Linguistics 200)**
(See under LING 200 for full description.) HAUGEN
- ANTH 214(F) The Rise and Fall of Civilizations (Same as Environmental Studies 224)**
Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.
Format: lecture/class discussion. Requirements: midterm, final exam, paper, two quizzes.
No prerequisites. *Enrollment limit: 40 (expected: 35).*
Hour: 2:35-3:50 TF FOIAS
- ANTH 215 The Secrets of Ancient Peru: Archaeology of South America** (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/anth/anth215.php) FOIAS
- ANTH 216 Indigenous Peoples of Latin America** (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/anth/anth216.php) M. F. BROWN
- ANTH 223 Ethnic Minorities in China: Past and Present (Same as Chinese 223)** (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(See under CHIN 223 for full description.) YU
- ANTH 225 Visible Culture: Documentary and Nonfiction (Same as English 303)** (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/anth/anth225.php) D. EDWARDS
- ANTH 233 Spiritual Crossroads: Religious Life in Southeast Asia (Same as Asian Studies 233 and Religion 249)** (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(www.williams.edu/Registrar/catalog/depts/anth/anth233.php) JUST
- ANTH 243T Dilemmas of Humanitarian Intervention** (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(www.williams.edu/Registrar/catalog/depts/anth/anth243.php) D. EDWARDS
- ANTH 252(S) Cultures and Societies of Sub-Saharan Africa (Same as Africana Studies 252)**
This course explores the diversity and vitality of contemporary sub-Saharan African cultures and societies through the lens of four major themes. We will study the enduring importance and flexibility of African systems of kinship and marriage; the innovative patterns of economic production and consumption that characterize alternative economies; and power, authority, and conflict in African polities. Finally, we will examine how mobility and migration—forced or voluntary, temporary or permanent—have shaped African identities and communities.
Format: lecture/discussion. Requirements: Quiz, two 5- to 7-page papers, take home final.
No prerequisites. *Enrollment limit: 25 (expected: 20). Open to all classes, but preference given to first and second years, and Anthropology or Sociology majors.*
Hour: 2:35-3:50 MR HAUGH
- ANTH 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Religion 256 and Women's and Gender Studies 256)** (W) (D)
(See under REL 256 for full description.) GUTSCHOW
- ANTH 262T Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Chemistry 262T)** (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(See under CHEM 262 for full description.)
- ANTH 272(S) (formerly 392) Reproduction: Cultural and Social Constructions (Same as Religion 272 and Women's and Gender Studies 272)**
Why is reproduction such a controversial subject in medicine as well as religious and cultural discourses more broadly? And why is the reproductive body subject to such highly ideological and yet contradictory types of prac-

Anthropology and Sociology

tices across the globe? This course seeks to examine the myriad ways that societies police the range of practices surrounding reproduction—including fertility, conception, pregnancy, birth, abortion, and motherhood. The class will pursue a comparative analysis of reproduction across major cultures and religions, as well as a deeper understanding of specialized topics such as the new reproductive technologies, the medicalization and ritualization of obstetrics in America, the continuing controversies over abortion across the globe, and the fracas over motherhood in the US popularly dubbed the 'Mommy Wars'. Throughout the course, we remain focused on the cultural, social, and medical construction of birth and reproduction more generally. To this end, we explore the varying ritual and medical practices that surround birth in different cultural contexts, from high tech to low tech settings and societies. We will deconstruct the process of human reproduction through readings culled from a variety of cultures and disciplines including anthropology, medicine, religious studies, sociology, and women's studies. By the end of the course, we will appreciate how and why reproduction in such a contentious issue today.

Format: seminar. Requirements: participation in a weekly class blog, course presentations, final papers.

No prerequisites. *Enrollment limit: 25 (expected 25). Preference given to majors in Ant/Soc, Religion, and Women's and Gender studies.*

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

GUTSCHOW

ANTH 302(S) Native Languages of North America (Same as Linguistics 302)

(See under LING 302 for full description.)

HAUGEN

ANTH 324 Empires of Antiquity (Not offered 2008-2009; to be offered 2009-2010)(W)

(www.williams.edu/Registrar/catalog/depts/anth/anth324.php)

FOIAS

ANTH 328T(S) Emotions and the Self (W)

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

Format: seminar.

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

Tutorial meetings to be arranged.

JUST

ANTH 331(S) Witchcraft, Sorcery, and Magic

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

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

Prerequisites: Anthropology 101 or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Anthropology and Sociology majors and upperclassmen.*

Hour: 1:10-2:25 MR

JUST

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

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

Format: seminar. Requirements: a midterm, a research paper, and class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to majors.*

Hour: 1:10-2:25 MR

JUST

ANTH 364T Ritual, Politics, and Power (Not offered 2008-2009; to be offered 2009-2010) (W)

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

D. EDWARDS

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

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

Anthropology and Sociology

'act globally'—when people from different cultural backgrounds engage around the same physical environment. Format: seminar. Requirements: active class participation, reading response papers, 12- to 15-page research paper, presentation.

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

Hour: 1:10-3:50 W

HAUGH

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

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

Format: seminar. Requirements: class participation, two exams, research paper.

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

Hour: 11:00-12:15 MWF

JUST

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

ANTH 402(S) Senior Seminar (Same as ANSO 402 and Sociology 402)
(See under ANSO 402 for full description.)

FOIAS

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

SOCIOLOGY COURSES

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

SOC 101(F,S) Invitation to Sociology

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

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

No prerequisites. *Enrollment limit: 35 (expected: 35). Preference given to first-year students and sophomores.*

Hour: 9:55-11:10 TR

1:10-2:25 TF

First Semester: SHEVCHENKO

Second Semester: NOLAN

SOC 202(S) Terrorism and National Security

An analysis of the roots, goals, and social organization of contemporary radical Islamist terrorism and of the state efforts to defeat it. A focus on: the recruitment, training, and indoctrination of Islamist terrorists; their ideologies and self-images; and case studies of specific terrorist attacks and the vulnerabilities of modern societies that such attacks reveal. The course analyzes the exigencies and dilemmas of ensuring public safety in a democratic society. Special attention to: the structure and ethos of intelligence work; the investigation of terrorist networks and their financing; the relationship between organized and semi-organized crime and terrorism; the legal dilemmas of surveillance, preemptive custody, and "extraordinary rendition" in democratic societies; and the technology and organization of ascertaining identities in modern society. The course also addresses the crisis facing European societies—particularly the United Kingdom, France, Belgium, the Netherlands, and Germany—with growing populations of radical Islamist minorities who reject cultural assimilation into Western social or legal frameworks, a crisis paralleled in the United States, with important differences, by widespread illegal immigration. An assessment of the ideology of multiculturalism and its intended and unintended consequences in the fight against terror. The course also examines the threat of terrorists' use of biological, chemical, and nuclear weapons of mass destruction and the defenses against such threats. Finally, it appraises the structure and content of mass media coverage of terrorism, as well as official and nonofficial propaganda on all sides of these issues. Experts in different fields will give guest lectures throughout the course.

Format: lecture/discussion. Requirements: mandatory attendance, randomly-called student presentations, term paper, final examination.

Anthropology and Sociology

No prerequisites. *Enrollment limit: 60 (expected: 60). Open to all classes, to staff, and to the whole community. A Gaudino Fund Course.*
Hour: 11:20-12:35 TR

JACKALL

SOC 206 Religion and the Social Order (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/soc/soc206.php)

NOLAN

SOC 214T(F) Exploring the American Culture Wars (W)

In the early 1990s, the term "culture wars" entered the lexicon of American political discourse at the same time that social scientists began using the concept to explain cultural division in contemporary American society. Proponents of the culture wars thesis discern deep and historically unprecedented fissures in the American cultural and religious landscape. Critics of the thesis, however, argue that the divide is not nearly so polarized, that there is instead relative harmony in American culture, and that America remains "one nation after all." In examining the debate over the culture wars thesis, the course will engage a variety of questions: Is the notion of warfare a proper metaphor to depict cultural conflict in contemporary American society? In what ways is the division between so-called "red states" and "blue states" an electoral expression of the American culture wars? What are the historical roots of contemporary cultural conflict? What, if any, are the international implications of the American culture wars? In considering these questions, the course will situate the culture wars thesis within the sociological literature on religion and society and will examine a variety of cultural skirmishes in contemporary American society, including disputes within such "fields of conflict" as the family, education, law, electoral politics, and the contested role of religion in public life.

Format: tutorial. Requirements: students will meet in pairs with the instructor each week for one hour. One student will write and present a 5- to 6-page analytical paper based on the week's assigned readings; the other will write and present a 2-page response to the first student's paper.

No prerequisites. *Enrollment limit: 10 (expected: 10). The class is open to all students, preference given to first-year students and sophomores.*

Tutorial meetings to be arranged.

NOLAN

SOC 215(F) Crime

An examination of crime, criminals, and crime-fighters. Topics include: violent urban youth gangs in America; the recruitment, socialization, argot, culture, worldviews, and ethics of professional criminals, both in America and in the international arena; the stages of criminal careers; the violence inherent in the drug trade; human trafficking of women and girls; white-collar scams and financial depredations; identity theft; the work worlds and habits of mind of crime-fighters, with a special focus on the work of uniformed police officers, detectives, federal agents, and state and federal prosecutors; the symbolic representations of criminals and crime-fighters in American and international popular culture; and the crisis of public social order. Special attention to the nature of criminal investigation.

Format: lecture/discussion. Requirements: mandatory attendance, randomly-called class presentations, short papers, final exam, and a term paper.

No prerequisites. *Enrollment limit: 40 (expected 40). Preference given to first-year students, sophomores, and majors in anthropology & sociology.*

Hour: 11:20-12:35 TR

JACKALL

SOC 218(S) Law and Modern Society

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

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

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

Hour: 9:55-11:10 TR

NOLAN

SOC 219(S) Images and Society

"This is obvious!" is what we say when we feel that our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the role played by visual representations in sociological inquiry. It will explore the variety of ways in which images can be used as diagnostics of society, develop skills for critical analysis of existing representations, and address the limitations, as well as specific strengths that come with the study of signs and images. Topics for discussion include truth in photography, the problem of interpretation, different visual languages, the contributions of photography, cinema, TV and digital technologies to changes in social relations, power in visual imagery, the appropriation and redefinition of visual symbols in different contexts, the "visualization" of ethnic and national stereotypes, and the dilemmas of representation. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Nike commercials, and will include the images we encounter in everyday life, media, politics, academia, 'high' art and pop culture.

Format: lecture/discussion. Requirements: active class participation, two response papers, oral presentation and a final paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Open to all students.*

Hour: 1:10-2:25 TF

SHEVCHENKO

SOC 229(F) Race, Ethnicity, and Education in the United States (Same as Africana Studies 229 and Latina/o Studies 229)
(See under AFR 229 for full description.) GOSA

SOC 230(F) Craft and Consciousness

A sociological examination of how craft shapes consciousness. How and in what ways do work experiences shape habits of mind, sensibilities, moral rules-in-use, ways of seeing and knowing, images of our society, and world views? How do men and women in different occupations and professions establish criteria of validity and reliability to assess their work experiences? How do they develop and internalize rules for discernment that enable them to sort through multiple and always conflicting versions and representations of social reality? How do they make moral judgments on complex business, political, and social issues? How and with what results do common work experiences shape close-knit occupational communities in a modern society? The course will pay particular attention to the functionally interconnected but experientially disparate occupational worlds of great metropolises. The course will host men and women from a wide range of occupations and professions—from police detectives to policy analysts, journalists, filmmakers, artists, educators, attorneys, corporate executives, and scientists—to discuss their work and work worlds. Among the readings are: Everett C. Hughes, *The Sociological Eye: Work, Self, and Society*; Joseph Bensman, *Dollars and Sense and Craft and Consciousness*; and Adriano Tilgher, *Homo Faber*.

Format: discussion seminar. Requirements: intensive reading and preparation for guest visits to the seminar; full participation in interviewing guests; ten 1000-word papers, each summarizing and analyzing students' interviews with guest/s; and a final term paper of 5000 words.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to freshmen, sophomores, and majors in anthropology and sociology.*

Hour: 1:10-3:50 W

JACKALL

SOC 265 Drugs and Society (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/soc/soc265.php)

NOLAN

SOC 268 Space and Place (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/soc/soc268.php)

VALIANI

SOC 269 Imagining Spaces of the British Empire in the Twentieth Century (Same as Asian Studies 269) (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/soc/soc269.php)

VALIANI

SOC 305(F) The Hip-Hop Generation: Power, Identity, and Social Change (Same as Africana Studies 305 and Women's and Gender Studies 305)
(See under AFR 305 for full description.)

GOSA

SOC 316(F) Consumer Society and Its Critics in the Modern World

In the age of Byron, to speak of consumption meant to refer to the tubercular disease. Today, the term "consumer society" hardly requires explanation... or does it? This course will approach the notion of consumption and consumerism from a critical sociological and historical vantage point. What do we mean, exactly, by "consumer society," and are there non-consumer societies in the modern world? Why have both consumption and the critiques of consumerism become so prominent in the 19th and 20th century, and how are they evolving today? What are the philosophical and religious traditions that underlie the various takes on consumption? What interests, investments, and ideologies are at stake in the debates about the "proper" way to consume? The course will draw on texts from sociology, anthropology, history and geography, as well as on the analysis of mass media and film, in order to discern the consistent themes and approaches to framing consumption, and to place them in wider debates about the nature of modernity. We will explore money, fashion, advertising, tourism, shopping and culture-jamming in places as varied as nineteenth-century France, postsocialist Hungary and contemporary America, critically examining how various groups grapple with consumer abundance and its effects on society. In doing so, we will pay equal attention to the politics of consumption (the way in which seemingly free and independent consumption choices play a role in the system of global capitalism) and to its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities.

Format: seminar. Requirements: Class participation, one small group presentation, consumption blog, annotated bibliography and research statement, and a term paper.

No prerequisites. *Enrollment limit: 19 (expected: 16). Open to all students, preference given to anthropology and sociology majors. This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 1:10-2:25 TF

SHEVCHENKO

SOC 324 Memory and Identity (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/soc/soc324.php)

SHEVCHENKO

SOC 327 Violence, Terrorism, and Collective Healing (Same as Asian Studies 327) (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/soc/soc327.php)

VALIANI

SOC 329(S) The African American Family (Same as Africana Studies 329)
(See under AFR 329 for full description.)

GOSA

SOC 345 Producing the Past (Same as Asian Studies 345 and History 392) (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/soc/soc345.php)

VALIANI

Anthropology and Sociology, Arabic

SOC 368(F) 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.

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

No prerequisites. *Enrollment limit: 25 (expected: 20).*

Hour: 9:55-11:10 TR

NOLAN

SOC 387(S) (formerly ANSO 387) Propaganda

A sociological analysis of the phenomenon of mass persuasion in modern society. The course will examine the institutional and technical apparatus of modern propaganda and the role of intellectuals and technicians in shaping and disseminating propaganda. The symbolic content of specific kinds of propaganda-political, commercial, social, and organizational-will be considered with attention to propaganda that seeks to overthrow social structures as well as maintain them. The course will proceed through a series of intensive case studies with a particular focus on propagandists themselves, considered as experts with symbols, and on the institutional milieux in which they work. Among other examples, we will examine the U.S. Committee on Public Information during the First World War; the Nazi Ministry of Propaganda; the propaganda machinery in contemporary states and non-state actors of both the left and right, with special attention to the Middle East; conservative and liberal "public interest" groups; propaganda in contemporary social movements and national political campaigns; the workings of corporate and university personnel offices; and advertising and public relations agencies in the United States. Throughout the course, we will analyze how the language, ideologies, and visual symbols of particular varieties of propaganda seem to affect mass audiences.

Format: seminar. Requirements: full participation in seminar, class presentations, and a major paper.

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

Hour: 8:30-9:45 TR

JACKALL

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

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

(See under ANSO 402 for full description.)

FOIAS

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

ARABIC

Coordinator, Professor GAIL NEWMAN

Assistant Professors: NAAMAN, VARGAS*. Visiting Assistant Professor: KHATTAB. Teaching Associate: AYASRAH.

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

This is a year-long course in which students will learn to read, write and converse in Arabic while becoming familiar with the basic grammar of Modern Standard Arabic. Students will also be exposed to the Egyptian variety of colloquial Arabic. This is a communicative-oriented course which revolves around the daily practice of vocabulary, conversation and different grammatical structures in class. You will be expected to speak Modern Standard Arabic in class from an early stage. Students will also be expected to take advantage of the technological resources available for the study of Arabic on the internet, as well as the technological aids available as part of our textbooks for this course, *Alif Baa* and *Al-Kitaab fii Ta'allum al-'Arabiyya* from Georgetown University Press.

Format: lectures, five hours a week. Evaluation is based on tests, daily homework, and active class participation.

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

Students registered for Arabic 101 and 102 are required to attend and pass the sustaining program during the winter study period.

Credit is granted only if both semesters of this course are taken.

Hour: 9:00-9:50 MWF and 8:55-9:45 TR

KHATTAB and NAAMAN

ARAB 201(F) Intermediate Arabic I

In this course we will continue to study the essential grammar of Modern Standard Arabic while working to improve the linguistic skills obtained in Elementary Arabic. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing an increased vocabulary and cultural appreciation of Arabic-speaking countries.

Format: lecture. Evaluation will be based on daily performance, homework, quizzes, a midterm and a final exam.

Prerequisites: ARAB 101-102 or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 10:00-10:50 MWF

NAAMAN

ARAB 202(S) Intermediate Arabic II

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

Format: lecture. Evaluation is based on quizzes, tests, homework and active class participation.

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

Hour: 10:00-10:50 MWF

KHATTAB

ARAB 215(F) Topics in Modern Arab Culture: Twentieth-Century Debates

This course aims to give students an overview of contemporary Arab culture using a wide array of visual and written materials. From Egypt to Algeria, Lebanon to Saudi Arabia, we will explore the major political and social debates circulating in the region. Possible topics include but are not limited to the role of Islam, secularism and radicalism, gender and sexuality, the issue of freedom of speech as it relates to broadcast and print journalism, national identity, the presence of minorities in the region, and the issue of Palestine/Israel. Students will consider these themes through an analysis of various media and cultural forms, such as films, documentaries, novels, plays, short stories, photography, music, and cuisine. No prior knowledge of Arabic is required as all materials will be read or viewed in translation. In addition, films will be screened outside of class on a bi-weekly basis prior to class discussion.

Format: discussion/seminar. Evaluation will be based on attendance and active participation, periodic quizzes, midterm and final exam, and a final presentation.

No prerequisites. *No enrollment limit (expected: 18).*

Hour: 11:20-12:35 TR

KHATTAB

ARAB 216(S) Protest Literature: Arab Writing Across Three Continents (Same as Comparative Literature 216)

This course will begin with an analysis of the idea of protest literature as it emerged in an American cultural context in the early twentieth century through the civil rights movement of the 1960s. We will then seek to revisit the meaning of this term today, particularly as it resonates in the cultural production of Arabs and Arab youth across three very different locations: the Middle East (specifically Egypt and Palestine), France, and the United States. How are these Arab youth subcultures constituted? In what ways has the globalization of hip-hop influenced the literary, musical, and cinematic production of Arab artists? In what way do rap and the spoken word in these specific social contexts provide a vocabulary for expressing the violence, lack, and frustration pervasive in these 4th World locations? In short, how has the contemporary American construction of "blackness" been exported and appropriated by young Arabs today? From Paris to Cairo, from the West Bank to Detroit, we will examine the varied strands of this new movement for social justice, observing how different forms of literature and music have been used as a vehicle for resisting war-torn circumstances, poverty, racism and social disenfranchisement across diverse national spaces. Texts for this course will include novels and poems, as well as a number of films and selections of music. All of these works will be available in translation, although advanced students may read the originals in French and/or Arabic. Possible novels include those of Charef, Sebbar, Smail, Begag, Chraïbi, Ayaidi, Golayyel, Latif, Kanafani, Darwish, Youssef, Hammad, and Kahf.

Format: discussion/seminar. Requirements: active participation, two shorter papers, a presentation, and final paper or project.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to Comparative Literature and Literary Studies majors.*

Hour: 2:35-3:50 MR

NAAMAN

ARAB 220 Introduction to Modern Arabic Literature in Translation (Same as Comparative Literature 228) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(www.williams.edu/Registrar/catalog/depts/arab/arab220.php)

VARGAS

ARAB 233 Introduction to Classical Arabic Literature (Same as Comparative Literature 233) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/arab/arab233.php)

VARGAS

ARAB 253 Writing the City: Beirut and Cairo in Contemporary Arabic Literature (Same as Comparative Literature 253) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arab/arab253.php)

NAAMAN

ARAB 262 Outlaws and Underworlds: Arabic Literature of the Margins (Same as Comparative Literature 262) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/arab/arab262.php)

NAAMAN

ARAB 301(F), 302(S) Advanced Arabic

This course is a continuation of Intermediate Arabic. It focuses on expanding the students' knowledge of vocabulary and grammar while stressing the development of reading, spoken, and written skills in Modern Standard Arabic. The material covered in class will include lessons from the *Al-Kitaab* series, as well as literary and multi-media works. Emphasis will be placed on increasing cultural literacy. Class is conducted in Arabic.

Format: The class meets four hours a week with the fourth hour a conversation section, time to be arranged. Requirements: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam.

Prerequisites for 301: Two semesters of Intermediate Arabic or permission of the instructor.

Prerequisites for 302: Arabic 301 or permission of the instructor. *No enrollment limit (expected: 8).*

Hour: 11:00-11:50 MWF

KHATTAB

ART (Div. I)

Chair, Professor ZIRKA FILIPCZAK

Professors: EPPING**, FILIPCZAK, GLIER, GOTLIEB, HAXTHAUSEN, HEDREEN, JANG, E. J. JOHNSON***, LALEIAN*, LEVIN***, M. LEWIS*, MCGOWAN, OCKMAN, PODMORE, TAKENAGA***. Associate Professors: ALI**, CHAVOYA, L. JOHNSON, LOW, SOLUM. Visiting Clark Professors: BENSON, WALLACH. Visiting Assistant Professor: JACKSON§§. Senior Lecturers: H. EDWARDS, E. GRUDIN. Lecturers: B. BENEDICT§§, D. JOHNSON, MCCALLUM**, SATTERTHWAITE, STOMBERG§§. Lecturers in the Graduate Program in the History of Art: CONFORTI, CROSS, HOLLY, LEDBURY, MANIAQUE, SIMPSON. Visiting Assistant Professor: JUKOLA. Visiting Lecturers: AMOS, E. JACKSON, M. JONES, LANE. Visiting Part-time Lecturers: LEBOURDAIS, LIEBERMAN. Arthur Levitt Artist in Residence: ZAMMUTO.

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 Aspects of Western Art

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

ArtH 301 Methods of Art History

One 400-level Seminar or Graduate Course

Parallel courses

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

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

Although the structure of the art history route allows for flexible scheduling, the faculty strongly recommends that students proceed through the major in the recommended sequence. Introductory 100- and 200-level courses should be taken in the first or second year. So that they are prepared for the research requirements of the seminar classes that cap the sequence, majors are required to take the required Junior major class, ArtH 301 during their junior year. If the student is studying abroad for the entire junior year, this requirement may be filled in the senior year (see *STUDY ABROAD* policy of the Art Department for more information.)

Art Studio Route

Sequence courses

ArtS 100 Drawing I

ArtS 230 Drawing II

ArtH 101-102 Aspects of Western Art

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

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

ArtS 319 Junior Seminar

Any two of the 300-level ArtS courses

or

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

History and Practice Route

Sequence courses

ArtH 101-102 Aspects of Western Art

ArtS 100 Drawing I

One 200-level ArtS course

ArtH 301 Methods of Art History or ArtS 319 Junior Seminar

One ArtH seminar (400-level) or one 500-level graduate course except 508

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

Parallel courses

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

Art History Route: The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We emphasize analysis of images, objects, and built environments as the basis for critical thought and visual literacy. In addition to formal and iconographic analysis, we use the work of other disciplines to understand visual images, such as social history, perceptual psychology, engineering, psychoanalysis, cultural studies,

and archaeology. Because of its concentration on visual experience, the Art History major increases one's ability to observe and to use those observations as analytical tools for understanding history and culture.

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

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

Art Studio Route: The studio division of the Art major has been structured to foster the development of a critical understanding of making art; to support creative interests and to develop students' perceptions and imaginations as they investigate a variety of visual media. Drawing I, ArtS 100 serves as an introduction to the basic drawing and design principles which establish the foundation for the development of visual expression. ArH 101-102, *Aspects of Western Art*, provides part of the necessary background in the critical analysis of art. The 200-level ArtS courses provide opportunities to learn the elements of some of the principal visual arts media: architecture, painting, photography, printmaking, sculpture, and video. These courses combine technical foundations in the medium with analysis of the interrelation of visual form and content. The 300- and 400-level courses place a greater emphasis on the application of appropriate visual skills and strategies to particular thematic concerns, and to the development of the student's individual vision. All students taking ArtS418 are required to exhibit in the spring of their senior year at the Williams College Museum of Art or other appropriate venues. Students who choose to take two 300-level classes do not exhibit at WCMA in the spring of the senior year.

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

Unlike the history or studio routes, acceptance into the History and Practice route is not automatic. The student must first submit a written application in two copies, one for each advisor from the two wings of the department, as well as a list of proposed courses; this application and list of proposed courses must be given to the department secretary before registering for the major.

The application must provide a narrative statement of the theme of the major, and why it cannot be accommodated in either history or studio. It is not enough to submit a list of courses; the student needs to show the coherence and integrity of the plan of study, and how it develops the theme of the proposed major.

Some students will be attracted to both wings of the department but will not have a field of study that falls between the two. In these cases, it is better for the student to choose between history and studio—taking additional courses from the other wing as desired. In short, the History and Practice route is reserved for students with a strong record of achievement who cannot be accommodated in the two wings of the department.

History and Practice majors do not participate in the senior studio exhibition at the end of the year.

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

COURSE NUMBERS

First Digit

The 100-level courses in both Art History and Studio are introductions to the field and emphasize visual and critical analysis. These courses do not require previous experience in the subject and they are often prerequisites for other courses in the department; 200-level courses are introductions to specific fields; 300-level courses prepare students for independent research; 400-level courses emphasize independent research, oral presentation, and active participation and are intended for advanced students, usually senior majors.

THE DEGREE WITH HONORS IN ART

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

Art History

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. To be admitted to the seminar, students must have completed ArH 301 in their Junior year. To enter the class, students must either be nominated by a faculty member, or apply independently to the Department Honors Committee for admission. Students who have been nominated, as well as students who wish to apply for admission to the Honors Seminar, must submit an original research paper that was completed in a prior art history class. The paper must be properly formatted and include illustrations, a bibliography, and an abstract of not more than 250 words. These documents are to be turned in to the Department Secretary no later than the end of the exam period of the Fall

Art

semester. The department Honors Committee will invite students (no more than 10) to enroll in the Honors Seminar based on the quality of the original research, the student's GPA within the major, and the willingness and availability of appropriate faculty advisors. Notification of admission to the seminar will be sent to students by early January. Since enrollment is by invitation only, students should pre-register for four classes and, if invited, drop one of them and add the Honors Seminar during drop-add period. The Honors Seminar is to be taken in addition to the required courses for the major. Once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Art Studio:

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

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

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

History and Practice:

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

STUDY ABROAD

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

- a. Studio Art Majors must take the required Junior Seminar (ArtS 319) in their junior year unless they are planning to study abroad for a full year; in that case they may take the required class in their senior year.
- b. History and Practice students must include their Study Abroad plans in their application to the major and discuss them with their advisor.
- c. Art History students must take one of the required Junior Seminar (ArtH 301) in their junior year unless they are planning to study abroad for a full year; in that case they may take the required class in their senior year.

ART HISTORY COURSES

ARTH 101(F)-102(S) Aspects of Western Art

A year-long introduction to a history of some European and North American art, this course concentrates on three-dimensional media in the fall (architecture and sculpture) and two-dimensional media in the spring (painting, drawing, prints and photography). Even though the course focuses on Western art, it also explores interchanges among other cultures and the west, particularly in more recent times.

Both semesters cover the same chronological span, from Ancient Greeks to computer geeks. We organize the course in this unusual way not only to give students the grasp of history but also to heighten their ability to understand visual objects by coming to grips with only one artistic medium at a time. To train students to look carefully at art, we use the wealth of art resources in Williamstown: the Clark Art Institute, the Williams College Museum of Art and the Chapin Rare Book Library. Students spend time with, and sometimes even hold, original works of art. For the study of architecture we have a unique set of "Virtual Buildings," made expressly for this course, that approximate the experience of being in structures thousands of miles away.

Format: lecture. Requirements: quizzes, midterm, two papers 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.

No enrollment limit. Open to first-year students.

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF

Conferences: See online directory

9:00-9:50 MWF, 11:00-11:50 MWF

Conferences: See online directory

First Semester: E. J. JOHNSON

Second Semester: E. GRUDIN

ARTH 103(F) Asian Art Survey: From the Land of the Buddha to the World of the Geisha

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

courses.

Format: lecture. Evaluation will be based on three 30- to 40-minute quizzes, two short papers, film screening and class attendance.

No prerequisites. *Enrollment limit: 25. Highly recommended for first-year students.*

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

Hour: 9:55-11:10 TR

JANG

ARTH 105(F) Picturing God in the Middle Ages: An Introduction

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

Format: seminar. Evaluation will be based on several short writing assignments, oral presentations, a research paper, and class participation.

Enrollment limit: 10; limited to first-year students. This course is part of the Critical Reasoning and Analytical Skills Initiative. This course satisfies the pre-1400 and pre-1800 requirements. This course does NOT satisfy the seminar requirement for the major.

Hour: 1:10-3:50 R

LOW

ARTH 110(F) Reading the Renaissance: Interpreting Italian Renaissance Art and History

Many works of Renaissance art, such as Botticelli's *Birth of Venus*, Leonardo's *Mona Lisa*, and Michelangelo's *David*, are remarkably familiar to us. But even as they live in our cultural consciousness, we may perceive them as elevated and remote masterpieces of western culture, housed away in museums halfway around the world. Just what is it that makes these objects so admired and important? And what might we all have to gain, intellectually, by considering them? We will focus in depth on a series of individual works of art, learning and honing skills of observation, visual and contextual analysis, and written and oral expression. But we will also step back from the objects to explore and balance different approaches and points of view and to consider, more broadly, different issues that can factor into the very act of interpretation. The goal of the course is that students emerge from it with a rich understanding of the selected works in question, as well as a mindfulness of the ways in which the Renaissance period might inform our aesthetic perceptions and our critical understanding of the construction of the past. Format: seminar. Evaluation will be based on three 5- to 7-page papers (including installments and revisions), two presentations, and engaged peer critiques and class participation.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference to first-year students and sophomores.*

This course satisfies the pre-1800 requirement but NOT the seminar requirement for the major.

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

Hour: 1:10-3:50 M

SOLUM

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

A survey course stressing the visual attributes and historical geography of regional, vernacular (that is, ordinary or pervasive) American settings, with the goal of discerning a national style of spatial or landscape organization. Among the human-altered environments to be studied, from an evolutionary or diachronic perspective, are: forestlands, rangelands, croplands, outdoor recreational sites, mines and quarries; power and utilities; small towns, mill towns, central business districts, and suburbs; housing, industry, commerce, and institutional uses such as the American college campus; water, road, and rail corridors as examples of circulation nets. Given the course's breadth of topics and, by contrast, other courses (see Arth 308 and 310 during this academic year) concentrating on specific land uses, a major objective in this survey will lie in discerning generic stylistic continuities and discontinuities, or changes, which the landscape activities or sites express.

One outdoors, afternoon meeting each week provides discussion opportunities in situ, and enables class members to obtain a deeper or 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 practicums in interviewing and field study methodologies.

Format: lecture/discussion. Requirements: weekly essays advancing the documentation of an individually-chosen landscape site or behavior, simultaneously with the wider textual and field context which the course itself provides. The first Friday in November there will be an obligatory all-day field session, pondering an urban-rural gradient from Troy, New York to Salem, New York.

No prerequisites. *Enrollment limit: 22 (expected: 22). Open to first-year students. Preference to American Studies, Art, and Environmental Studies majors or intended majors.*

Hour: 10:00-10:50 MWF

Field Session: 1-3:45 T, W

SATTERTHWAITE

ARTH 203 Chicana/o Film and Video (Same as Latina/o Studies 203) (Not offered 2008-2009; to be offered 2009-2010)

(See under LATS 203 for full description.)

CHAVOYA

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

(Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arth/arth205.php)

ERICKSON

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

This lecture course investigates the rich artistic consequences—in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts—of European contact with the Eastern Mediter-

Art

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

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

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

Satisfies the pre-1400 and pre-1800 requirements.

Hour: 1:10-2:25 MR

LOW

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

Classical myth provides rich subject matter for painters and sculptors throughout the history of western art. This course investigates the earliest representation of myth in Greek art of the seventh through the first centuries B.C.E. Sophisticated narratives involving gods and heroes first appear in a variety of forms and contexts. Myth informs the visual culture of the Greeks on many levels, from paintings on vases used in domestic contexts to the marble sculpture that decorated the monumental temples of great sanctuaries throughout the Greek world. The purpose of the course is two-fold: to familiarize students with the subjects and narratives of Greek myths and the underlying belief system that, in part, produced them, and also provide a comprehensive outline of developments in Greek art in the first millennium B.C.E. Of special interest will be the techniques developed by artists for representing narratives visually, as well as the conceptual issues that underlie certain myths, such as sacrifice, war, marriage, coming of age, specific festivals, and the relationships between men and women, and those between mortals and immortals. Reading will include ancient literature in translation (Hesiod, Homer, Sappho, Aeschylus, Sophocles, Euripides and Apollodorus) as well as secondary literature by contemporary authors that provides insights into the religious, social and historical developments that influenced artists in their choices of subject matter and style.

Format: lecture. Requirements: two short papers; quiz; hour test; final exam. Required fieldtrip to The Metropolitan Museum in New York.

No prerequisites. *Enrollment limit: 45 (expected: 45). The course satisfies the pre-1400 and pre-1800 requirements.*

Hour: 1:10-2:25 MR

MCGOWAN

ARTH 220 The Mosque (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arth/arth220.php)

H. EDWARDS

ARTH 222(F) Foto Art: Germany 1960 to the Present (Same as Arth 561)

Since its invention in 1839, photography has periodically challenged artists in traditional media to rethink their practice. Already in the nineteenth century, major painters such as Edgar Degas used photographs as an aid. There was also a widespread notion that photography could achieve a superior, "objective" knowledge of the visual world that would render representational painting superfluous and obsolete. What was not foreseen was the potential for unusual forms of intermedial cross-fertilization that began to emerge in the 1960s, as, for example, individual artists began working in both painting and photography, sometimes combining them in single work. Neither did one anticipate the use of photography—and even of painting—to interrogate and critique the photographic medium itself, nor its deployment in the new genre of installation art. These examples represent a new category of artistic practice, that of "artists who work with photography," as opposed to practitioners of "straight photography" or even of art photography. These practices have arguably found their richest embodiment in Germany: in the work of painters such as Anselm Kiefer, Sigmar Polke, and Gerhard Richter, in Joseph Beuys's expanded notion of sculpture, in the serial photography of Bernd and Hilla Becher and their pupils Candida Höfer, Thomas Ruff, and Thomas Struth, in the installations of Hanne Darboven, and the work of Thomas Demand, Hans-Peter Feldmann, Andreas Gursky, and Katharina Sieverding among others. Their practices will be examined in both a historical and a contemporary international context.

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

Prerequisites: ARTH 101-102. *Enrollment limit 25 (expected 18).*

Hour: 2:35-3:50 MR

HAXTHAUSEN

ARTH 224(F) 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.

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

No prerequisites. *Enrollment limit: 20.*

Satisfies the pre-1400 and pre-1800 requirements.

Hour: 2:35-3:50 TF

LOW

ARTH 232(F) The Visual Culture of Renaissance Rome

During the fifteenth and sixteenth centuries, the city of Rome saw itself transformed from a shrinking and neglected medieval town into a thriving center of artistic achievement. This lecture course focuses on the historical, geographic, and ideological forces behind this period of renovation and restoration forces that reworked the urban fabric of the city while shaping the character of the visual arts from Filarete and Fra Angelico to Bramante, Michelangelo, and Raphael. We will examine monuments such as Michelangelo's Sistine Chapel, then, not only as touchstones for the history of western art, but also as images capable of reflecting, and even constructing, a uniquely Roman sense of power, time, and historical destiny.

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

No prerequisites. *Enrollment limit: 40. Open to Art majors as well as non-majors.*

Satisfies the pre-1800 requirement.

Hour: 1:10-2:25 TF

SOLUM

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

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

ARTH 253(F) Art in the Age of the Revolution, 1760-1860 (Same as Women's and Gender Studies 253)

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

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

Prerequisites: Arth 101-102 or permission of instructor. *Enrollment limit: 30.*

Hour: 11:20-12:35 TR

OCKMAN

ARTH 254(S) Manet to Matisse (Same as Women's and Gender Studies 254)

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

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

Prerequisites: Arth 101-102. *Enrollment limit: 30.*

Hour: 11:20-12:35 TR

OCKMAN

ARTH 257 Architecture 1700-1900 (Not offered 2008-2009; to be offered 2009-2010)

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

M. LEWIS

ARTH 258 Latina/o Installation and Site-Specific Art (Same as Latina/o Studies 258) (Not offered 2008-2009; to be offered 2009-2010)

(See under LATS 258 for full description.)

CHAVOYA

ARTH 263 European Painting and Sculpture, 1900-1945 (Not offered 2008-2009)

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

HAXTHAUSEN

ARTH 264 American Art and Architecture, 1600 to Present (Same as American Studies 264) (Not offered 2008-2009; to be offered 2009-2010)

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

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: 16.*

Hour: 1:10-2:25 MR

CHAVOYA

ARTH 266 Twentieth-Century Russian Art and the Birth of Abstraction (Same as Russian 208) (Not offered 2008-2009; to be offered 2009-2010)

(See under RUSS 208 for full description.)

GOLDSTEIN

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

This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the developments in artistic style and subject matter in the contexts of contemporary cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art. This course offers students a solid grasp of the social, cultural,

Art

and art histories of Japan.

Format: lecture. Requirements: three 30- to 40-minute exams; two short papers; film screening; class attendance.
No prerequisites. *Enrollment limit: 35. This course satisfies the non-western, pre-1400, pre-1800 requirements.*
Hour: 9:55-11:10 TR JANG

ARTH 274(F) Chinese Calligraphy: Theory and Practice

This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy, one of the highest art forms in China practiced by the literati. It also investigates the social and political functions of Chinese calligraphy in ancient and contemporary China. Studio practice allows students to apply theories to creating artworks. The semester is evenly divided between technical instruction and the art history part of the course. Lab fee.

Format: lecture and studio instruction. Requirements: weekly assignments; a midterm; one short paper; oral presentations; a final project (artistic or scholarly); class attendance; film screening.

No prerequisites. *Enrollment limit: 10. This course satisfies the non-western, pre-1800, pre-1400 requirements.*
Hour: 9:00-11:50 W JANG

ARTH 278(S) The Golden Road to Samarqand

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 twentieth centuries, highlighting the patronage of key dynasties, including the Timurids of Samarqand 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. *Enrollment limit: 20.*

Satisfies the non-Western requirement.

Hour: 1:10-2:25 TF

H. EDWARDS

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

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

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

Preference to non-majors.

Satisfies the pre-1800 requirement.

Tutorial meetings to be arranged.

FILIPCZAK

ARTH 301(F,S) Methods of Art History

This course on the methods and historiography of art history is designed to offer art history majors an overview of the discipline since 1900. The course will survey influential concepts of the discipline, the evolving tasks it has set itself, and methods it has adopted for executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include (depending on individual instructor): style and periodization; iconography, semiotics; narratology, spectatorship; the social functions of images and the social history of art; art and the market; gender and sexuality; and art-historical narrative as representation.

Format: lecture/discussion. Requirements: five bi-weekly short papers, one final paper, one oral presentation, and class participation.

Prerequisites: ArH 101-102. *Enrollment limited to Art History majors and required of them.*

Hour: 9:55-11:10 TR

First Semester: HEDREEN

11:20-12:35 TR

Second Semester HAXTHAUSEN

ARTH 305T(S) Art, Life, Death: Studies in the Italian Renaissance (W)

We often think the Italian Renaissance as a transformation of the visual arts—a moment that pulled away from the Middle Ages and set the stage for a new world of images detached from function and human experience. But art in Renaissance Italy was hardly produced “for art’s sake.” This sophomore-level tutorial course will examine, through a series of focused case studies, ways in which the exciting and innovative world of the Renaissance was also a vital one. We will examine canonical works by Masaccio, Donatello, Botticelli, Michelangelo, Raphael, and others not as mere examples of artistic achievement, but as complex visual responses to life’s big questions. What is love? How do we bridge the world of the living and that of the dead? How can we conceptualize our relationship with divinity? How is power constructed along the lines of gender and sexuality? What defines us and constructs us as individuals? How will we be judged by our contemporaries and by posterity? We will consider these questions and more. Along the way we will explore the distance and proximity of the Renaissance past and our own moment, considering ways to articulate or refine the notion of universal resonance of artistic expression. Course-work will include many primary sources, not least the works of art themselves (students will be expected to look as well as read in preparation for class).

Format: tutorial. Course requirements will include five papers of 5-7 pages, 5 written responses to the work of the tutorial partner, and one final paper (a revised version of one of the original 5 papers). Evaluation will be based on written work and critical conversation.

Prerequisites: one art history course. *Enrollment limit: 10 (expected 10). Preference given to sophomores and art majors.*

Satisfies the pre-1800 requirement.

Tutorial meetings to be arranged.

SOLUM

ARTH 308(S) The North-American Park Idea (Same as Environmental Studies 308) (W)

A research seminar considering those sites whose nature is often displayed in an idealized form, for reasons of stewardship, curiosity, delectation, or some other intention. Among the "open spaces" to be studied, both in terms of design intent and design execution, are: commons and squares; groves and pleasure grounds; cemeteries; exposition grounds; playgrounds; a few "landmark" residential subdivisions (sometimes called "parks"); some landmark campuses or estate grounds; and those large natural areas or reservations generally subsumed, in common usage, by the wording "national park." Many of these "parks" are sites of leisure activities, and the design and furnishing of outdoor recreation will comprise one major theme. We will consult primary evidence, in the form of contemporary reports, letters, and journals from the period of these sites' creation. Secondary evidence will lie in accounts of the behavior induced by the scouting, wilderness, ecological and naturalist-explorer movements. Frederick Law Olmsted, Steven Mather, Robert Moses, and Walt Disney are among the seminal figures whose careers in park creation or site design will be scrutinized.

Format: lecture, discussion. Evaluation to be based on weekly essays and on class participation. This course includes an obligatory all-day field session, the last Wednesday in April, to the Boston environs, and site assessments there of the Old Granary Burying Grounds, the Common and Public Garden, the Emerald Necklace, including Harvard University's living collections and the city's largest recreational ground, Franklin Park. This session will include discussions with designers, scholars, park advocates, and public officials. Occasional Wednesday afternoon field sessions will visit sites or designs within range of Williamstown.

No prerequisites, though Arth 201 recommended. *Enrollment limit: 11 (expected: 11). Open to sophomores. Preference to American Studies, Art, and Environmental Studies majors.*

Does not satisfy the art history seminar requirement.

Hour: 11:00-12:15 MW

Field session: 1:00-3:45 W

SATTERTHWAITE

ARTH 310(S) American Agricultural History (Same as Environmental Studies 310) (W)

An exploration, in seminar format, of the historical aspects of the production of food and fibre, concentrating on the North American experience but preceded by anthropological and other evidence from both the New and Old Worlds. Behind this subject's inclusion within the purview of art history lies the fact that agriculturists are the largest-scale "designers" of the surface of the earth, especially where crops are grown. The evolution of rural settlements; the development of forest, range, and crop land uses; the relationship of technology to rural societies; and the nurturing of rurality, especially in its pastoral guise. Particular emphasis on the spatial attributes of different agricultural regimes, as well as their depiction in the visual arts.

Format: lecture/discussion. Evaluation will be based on: weekly essays, half of them advancing an agricultural history of a topic of one's own choosing; designated note-taking; and participation in class.

No prerequisites, though Arth 201 recommended. *Enrollment limit: 11 (expected: 11). Preference to American Studies, Art, and Environmental Studies majors.*

Does not satisfy the art history seminar requirement.

Hour: 11:20-12:35 TR

Field session: 1:00-3:45 R

SATTERTHWAITE

ARTH 330T Michelangelo: Biography, Mythology, and the History of Art (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/arth/arth330.php)

SOLUM

ARTH 376 Zen and Zen Art (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arth/arth376.php)

JANG

SEMINARS**ARTH 400(F) Clark Visiting Professor Seminar: The Hudson River School Revisited (Same as Arth 500)**

(See under ARTH 500 for full description.)

WALLACH

ARTH 400(S) Clark Visiting Professor Seminar: Reassessing Modernism: European Modern Architecture between the Wars (Same as Arth 500)

(See under ARTH 500 for full description.)

T. BENTON

ARTH 402(S) Monuments and The Art of Memorial

The urge to commemorate individuals, heroic acts or historic events whether unspeakable or splendid is both human and timeless. This seminar will document and explore the concepts behind and the nature of monuments, both commemorative ones, and those that admonish or inform without commemorating a specific event or individual. Students will study and analyze monuments and memorials from the ancient Mediterranean (Egypt; Mycenae; Greece of the Archaic, Classical and Hellenistic periods; Imperial Rome) and chart their influence on monuments in later history, especially those of the nineteenth and twentieth centuries. The current trend towards countermonuments, or anti-monuments, such as Maya Lin's Vietnam Veterans Memorial or the Gerzses' vanishing "Monument Against Fascism, War and Violence and For Peace and Human Rights" in Hamburg/Harburg will be discussed in light of the monumental tradition of combining word, image, and architecture to create memorials that will endure in both spatial and temporal terms. Ongoing discussions of Holocaust memorials and the problems inherent in the design of the monument for the WTC will also be addressed. Students will be asked to design a commemorative monument for the final class meeting.

Format: seminar. Requirements: participation; two presentations that provide material for a major term paper; short design project.

Prerequisites: Arth 101-102 or permission of the instructor. Students of History and Anthropology are also encouraged to enroll. *Enrollment limit: 14.*

Hour: 1:10-3:50 T

MCGOWAN

ARTH 404(S) The Enemies of Impressionism (W)

This course explores key developments in French and European art at the end of the nineteenth century. The seminar will focus on so-called "academic" art — art famous in its day, but in subsequent reviled and denigrated as

Art

generally anti-modernist. Topics to be considered include Orientalism, academic art and mass-market entertainments, religion and art, and related areas of inquiry.

Format: seminar. Requirements: annotated bibliography, oral presentation, research paper. Emphasis on research, critical reading, class participation, and presentations.

Prerequisites: juniors and seniors only. *Enrollment limit: 12 (expected: 12). Preference given to seniors.*

Hour: 1:10-3:50 R

GOTLIEB

ARTH 408 (formerly 269) Contemporary Performance Art History: Space, Time, Action (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/arth/arth408.php)

CHAVOYA

ARTH 410(S) Feminine Imagery in Chinese Art and Literature (W)

The ways in which women are represented in European and American art is a much-debated topic in our time. This seminar explores feminine imagery in Chinese art both from a historical perspective and in the contemporary context. Topics of interest include early Chinese writing about women and the subsequent portrayal of feminine ideals (physical beauty and familial, social, and religious roles) in relation to men; erotic feminine imagery in painting and poetry; the chastity cult and the popularization of woodblock printed and illustrated books on exemplary women in 16th- to 17th-century China, a period when illustrated erotic novellas also experienced a boom; and nude in contemporary Chinese painting and censorship.

Format: seminar. Requirements: a series of short papers; response papers; 1 final research paper; oral presentations; class attendance; class discussions.

No prerequisites. *Enrollment limit: 10 (expected 10). Preference: art majors and junior and senior non-majors. Satisfies the non-western, pre-1400, pre-1800 and seminar requirements.*

Hour: 9:00-11:50 W

JANG

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

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

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

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

Satisfies the pre-1400 and pre-1800 requirements.

Hour: 1:10-3:50 W

LOW

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

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

SOLUM

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

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

OCKMAN

ARTH 461T(F) Writing about Bodies (Same as INTR 461 and Women's and Gender Studies 461) (W)

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person.

Possible readings: Roland Barthes on cultural theory and representation; Zine Magubane and Zadie Smith on othered bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Joseph Roach, Diana Taylor, and Michael Taussig on the body, memory, and ritual; Marvin Carlson and Terry Castle on haunting; and Bill Brown on things. These will be supplemented by selected tapes of live performances as well as films.

Format: tutorial. Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; a final paper that distills the writer's own project from these cumulative exercises.

Prerequisites: Arth 101-102, or permission of the instructor; a writing sample that conveys the kind of subject you might be interested in pursuing. *Enrollment limit: 10 (expected: 10).*

Hour: 1:10-3:50 W

OCKMAN

ARTH 462 Art of California: "Sunshine or Noir" (Same as American Studies 462 and Latina/o Studies 462) (Not offered 2008-2009; to be offered 2009-2010)

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

CHAVOYA

ARTH 463(F) The Holocaust Visualized (Same as Jewish Studies 463)

This seminar will examine how memories of the Holocaust have been conveyed through visual means and consider what historical, cultural and political circumstances have caused various nations to remember the Holocaust differently. We will discuss the issues prompted by public memorials, exhibitions and, as one writer puts it, the "museumification" of concentration camps. How should we define the Holocaust? Whose memory should take precedence? What is lost or gained by the inclusion of texts with images? How might memory be misrepresented by the exhibition of visual materials such as video testimony, photographs and artifacts? In addition, we will study art about the Holocaust, including Art Spiegelman's graphic novel, *Maus*, and non-fiction films, such as *Night and Fog*, *Shoah* and *Schindler's List*, to ask whether constructed or simulated images can convey the experience of the Holocaust as well as documentary ones. Additionally, we need to consider ways in which the images of the Holocaust, by now too well-known, have been instrumentalized by groups wishing to minimize the *Shoah* (e.g. the recent Holocaust cartoon competition in Tehran, 2006.)

Requirements: active participation in class discussion and regular participation in a class listserver discussion group, one oral presentation, and one research paper; no exams.

No prerequisites. *Enrollment limit: 12. Not open to auditors or first-year students. This course is part of the Jewish Studies concentration.*

Hour: 1:10-3:50 T

E. GRUDIN

ARTH 464(F) Latina/o Visual Culture: Histories, Identities, and Representation (Same as Latina/o Studies 464) (W) (D)

This course examines the contemporary history of Latina/o visual culture and explores the various relations between cultural expression, identity formation, and public representation. We will begin by considering the critical and aesthetic practices that emerged in the context of civil rights actions and nationalist movements, which often focused on issues of visibility, self-representation, and autonomy. The topics of immigration, transnationalism, and the "Latinization" of the United States will then be analyzed in depth as we examine representations of and representations by Latina/os in film and television, the visual arts, advertising, and other forms of popular media. Throughout the course, we will investigate the role of visual culture in determining taste and trends as well as shaping notions of belonging and cultural citizenship.

Format: seminar. Evaluation will be based on class participation, a research presentation, several short writing assignments (1-2 pages), and a final research paper.

Prerequisites: LATS 105 or Arth 101-102 or permission of instructor. *Enrollment limit: 12 (expected: 12). Preference given to Latina/o Studies and Art History seniors and juniors.*

Hour: 1:10-3:50 W

CHAVOYA

ARTH 470 American Orientalism, Then and Now (Not offered 2008-2009)

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

H. EDWARDS

ARTH 472 Forbidden Images? (Not offered 2008-2009)

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

H. EDWARDS

ARTH 494(S) Honor's Thesis Seminar

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honor's thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.

Format: seminar. Once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Prerequisites: to be admitted to the seminar, students must have completed Arth 301 in their Junior year. To enter the class, students must either be nominated by a faculty member, or apply independently to the Department Honors Committee for admission. Students who have been nominated, as well as students who wish to apply for admission to the Honors Seminar, must submit an original research paper that was completed in a prior art history class. The paper must be properly formatted and include illustrations, a bibliography, and an abstract of not more than 250 words. These documents are to be turned in to the Department Secretary no later than the end of the exam period of the Fall semester. The Department Honors Committee will invite students (no more than 10) to enroll in the Honors Seminar Based on the quality of the original research, the student's GPA within the major, and the willingness and availability of appropriate faculty advisors. Notification of admission to the seminar will be sent to students by early January. Since enrollment is by invitation only, students should pre-register for four classes and, if invited, add the Honors Seminar during drop-add period. The Honors Seminar is to be taken in addition to the required courses for the major. *Enrollment limit: 10 (expected: 6). Permission of instructor required.*

Does not satisfy the seminar requirement.

Hour: TBA

SOLUM

ARTH 497(F), 498(S) Independent Study**ART STUDIO COURSES****ARTS 100(S) Drawing I**

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

Format: studio. Evaluation will be based primarily on the quality and quantity of work produced as well as some

Art

attention to the student's progress. Lab fee.

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

Hour: 7:00-9:40 p.m. M, 9:55-12:10 TR

ALI, EPPING

ARTS 100(F,S) Drawing I

Looking closely at the world is one of the great pleasures of living and drawing is an excellent way to find this happiness. In class and in weekly assignments, we will use a variety of media to describe objects, landscape, architecture and the human figure. Divided into sections on line, composition, proportion, value and space, the course is designed for those with no previous experience in drawing, but it is flexible enough to challenge experienced students.

Format: studio. Evaluation is based on the following: successful application of new skills, participation in class, effort, development of concept, timeliness and attendance. Lab fee.

No prerequisites. *Enrollment limit: 15. (expected 15). Can not be taken pass/fail*

Hour: 11:00-12:15 F and 1:10-3:50 F

First Semester: GLIER

11:00-12:15 W and 1:10-3:50 W

Second Semester: GLIER

ARTS 100(F) Drawing I

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

No prerequisites. *Enrollment limit: 16 (expected: 16).*

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

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

LEVIN

ARTS 100(F) Drawing I

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

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

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

Hour: 9:00-11:50 W

PODMORE

ARTS 100(S) Drawing I

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

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

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

Hour: 1:10-3:50 M

AMOS

ARTS 101 Artists Respond to Contemporary Events (Same as American Studies 101) (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/arts/arts101.php)

L. JOHNSON

ARTS 102 Watercolor (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arts/arts102.php)

EPPING

ARTS 105(F,S) Participatory Media Production (Same as American Studies 105)

This course is an introduction to the history and theory of participatory media production and community media practice. Community media production, be it local, identity-based, or virtual, can challenge the mainstream and encourage communities to add their voices to the media landscape. The convergence of art, media and social justice is at the core of community media practice. We will engage in this rich history through studying and writing about examples of community radio stations, guerrilla television, public access television, satellite television, tactical media, intervention, Indymedia and more. Readings will include Paolo Freire, Dee Dee Halleck, Clemencia Rodriguez, Robert McChesney, Suzana Milevska, and Ellie Rennie. Additionally, students in the course will form teams to work on participatory digital media projects (examples could include a short documentary, video blog or photo exhibit) reflecting concerns of specific communities with which they identify. These projects will be participatory in nature, meaning that we will take an approach to making art in which the "audience" is engaged directly in the production process, allowing them to become co-creators. No production experience is required; this course serves as a pre-requisite for more advanced video production courses. Lab fee.

Enrollment limit: 12 (expected: 12).

Hour: 1:10-3:50 M

First Semester: LANE

1:10-3:50 T

Second Semester: LANE

ARTS 107 Strategy, Interaction, and Design in Board and Video Games (Same as Computer Science 107) (Not offered 2008-2009; to be offered 2009-2010)
(See under CSCI 107 for full description.)

MCGUIRE

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

(See under THEA 305 for full description.)

BROTHERS

This course does not satisfy any requirements for the Art major.

ARTS 202(S) Movement and Art Making

This course will investigate the connections between dance and visual art. Students will learn and use techniques from dance that can apply to the visual representation of action in drawing, painting, photography, video and other art forms. How is a sculpture or an installation site transformed and informed by movement? We will examine the older connections such as ritual uses of visual art and dance, the collaboration of choreographer Martha Graham and visual artist Isamu Noguchi as well as contemporary site-specific dances of performers like Eiko and Koma and Joanna Haigood. The class will visit artist studios and performances as part of research. Classes will consist of dance technique workshops, art making, discussions with faculty and visiting artists. Labs will be used to generate material, view and discuss process, screenings and visits.

Format: seminar and studio. Evaluation will be based on attendance, class participation, quality of the final project and a journal that documents the project research and process.

Prerequisites: experience in a visual art medium or experience in dance for example modern, ballet, African, or hip-hop. Students interested in creative art, but do not have previous training in movement are encouraged to attend. *Enrollment limit: 10 (expected: 10). Preference given to students with experience in art or dance.*

This course does not satisfy any requirements for the Art major.

Hour: 11:20-12:35 TR

BURTON

ARTS 210(F) VIDEO ART

This course is an introduction to the theory, history and practice of digital video production. Students will engage in a series of exercises in video that build to culminate in an independent final project. Foundational skills in camera, lighting, sound recording, editing and DVD authoring will be covered. Class time is divided between hands-on workshops, discussion, screenings, and ongoing critique of student work. Students will be expected to demonstrate that they are learning not only how to produce video technically, but how to engage with the form critically and creatively. A course reader and weekly video screenings will engage students in the history of the medium as artform, as activist tool, as related to filmmaking trajectories, and as mediator of cultural space. Lab fee.

Prerequisites: a 100-level course in cultural/media studies, art history, or media production. *Enrollment limit: 10 (expected: 10).*

Hour: 1:10-3:50 T, 1:10-3:50 W Lab: 7:00-9:40 p.m. M

LANE

ARTS 211(F) The Sample

"When I sample something, it's because there's something ingenious about it; it's a genius moment, or an accident or something that makes it just utterly unique to the other trillions of records that I've plowed through." —DJ Shadow. This interdisciplinary course will provide a history of sample-based music, art and literature as well as hands-on practice in recognizing, archiving, and employing samples in personal creative work. Topics of discussion will include sampling in music from early musique concrete to viral samples such as the Amen Break, the contemporary trends of mashups, remixes, glitch-pop, and plunderphonics, the literary cut-ups of Burroughs and Gysin, and the documentary films of Errol Morris etc. We will also touch on the lurid history of legal battles over sample ownership, fair use law, the public domain, and the creative commons movement.

Format: As part of the Arthur J. Levitt visiting artist program, this course is designed to bridge the real or imagined boundaries between the creative disciplines of art, music, creative writing, dance and theater. Creative minds from any of these fields are equally invited to participate, and collaborations between class members will be encouraged. Evaluation will be based on a short paper, active participation in the development of a shared body of samples to be used in creative assignments, and a final project employing elements of this sample library³ in one's chosen medium.

Prerequisite: 100-level class in creative arts or by permission of the instructor. *Enrollment limit: 12.*

Hour: 9:55-11:10 TR

ZAMMUTO

ARTS 214(S) The Lens and Photographic Representation

An introduction to the practice of photography through a consideration of the lens and its influence on representation from antiquity to the present day. Students will produce and study work that is informed by the unique qualities of the optically derived image and will be instructed on a range of photographic practice, concentrating on film and digital methods, including operation of cameras (provided by the department), film development, darkroom and digital editing and printing. 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 will be 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 (expected: 12). Preference given to Art majors.*

Hour: TBA

E. JACKSON

ARTS 220(S) Architectural Design I

Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.

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

Prerequisites: ArtS 100; ArtH 101-102 strongly suggested. *Enrollment is limited; permission of instructor is required. Registration does not guarantee admission to the course.*

Hour: 1:10-3:50 F

B. BENEDICT

Art

ARTS 230(S) Drawing II

This advanced drawing course will continue to investigate the techniques, principles of organization, and ideas which were introduced in the Drawing I course. Having become more familiar with the drawing process, students will be encouraged through intensive weekly assignments to expand and challenge the conventions of markmaking. As with any discipline, familiarity with the rules allows the users to seek alternatives and develop definitions of how the drawing process can best be suited to their own visual vocabulary. The range of exercises could include traditional materials on paper as well as non-traditional methods and exercises. Evaluation will be based on evidence of each student's progress, as shown by the weekly assignments and final portfolio. Attendance and participation in class discussions are also considered part of the course evaluation. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 20. Cannot be taken pass/fail*
Hour: 1:10-3:50 T

ALI

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
1:10-3:50 M

First Semester: M. JONES
Second Semester: ALI

ARTS 252(F) The Human Image: Photographing People and Their Stories (Same as INTR 252)

(See under INTR 252 for full description.)

B. GOLDSTEIN

This course satisfies an art major requirement.

ARTS 255 Photographic Time and Space (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arts/arts255.php)

LALEIAN

ARTS 256 Fabricated and Manipulated Photography (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arts/arts256.php)

LALEIAN

ARTS 263 Printmaking: Intaglio and Relief (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arts/arts263.php)

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: 9:55-12:35 T

AMOS

ARTS 266(F) Low Tech Printmaking

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

Evaluation will be based on the quality of the finished work and upon attendance in class and participation in critiques. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 12.*
Hour: 9:55-12:35 T

TAKENAGA

ARTS 275(F) Sculpture: Cardboard and Wood Plus

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

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

Prerequisites: ArtS 100 or ArtS 103. *Enrollment limit: 12.*
Hour: 1:10-3:50 R

PODMORE

ARTS 276(S) Sculpture: Metal and Plaster Plus

This course is an introduction to the media and processes of sculpture. The focus will be on the interplay of form, concept, and material. A variety of materials will be explored; however, the emphasis will be on techniques and processes associated with metal and plaster and how they relate to sculpture. Metal techniques will include gas welding, arc welding, and MIG welding. Plaster processes will include modeling and casting. This course is based

on a series of sculpture projects which will investigate both the formal and the conceptual aspects involved in creating personal statements in a visual format. A substantial amount of time outside class is necessary to complete these projects.

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

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

Hour: 1:10-3:50 R

PODMORE

ARTS 288 Video (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/arts/arts288.php)

L. JOHNSON

ARTS 300T(F) Narrative Spaces

This tutorial/studio course will focus on translating, interpreting, collaborating, and in general, using the written word as a point of departure for the act of painting. The goal is to create images and narrative that speak to singular and collective experiences. We will be working with a wide variety of types of narrative including poetry, short stories, and found text. Additionally, we will be looking intently at many examples of visual narrative as a way of establishing points of reference with regards to techniques and content. This is a class where the development of studio skills is highlighted and evaluation based upon the visual and intellectual strength of the work. Lab fee.

Format: tutorial with studio work—painting, drawing, printmaking. Evaluation will be made on the strength of the work, completion of assignments, attendance, and strong participation in critiques.

Prerequisites: ArtS 100 and ArtS 241. *Enrollment limit: 10 (expected 10).*

Hour: 1:10-3:50 R

JACKSON

ARTS 303(S) Description and Large Format Photographics

An exploration of the large-format photographic image and conceptual themes relating to its unique and extreme form of observation and representational detail. Such photographs hold a curiously privileged relationship to the real while constituting a highly manipulable, constructed representational language. Students with basic photographic competence will learn techniques for creating images that use large scale or extreme detail in the service of representation. Students will learn to use 4x5 and 35mm film cameras and digital cameras (provided by the department) with digital editing, compositing, and printing.

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 will be 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 and ArtS 255 or 256 or equivalent photography experience. *Enrollment limit: 12 (expected: 12). Preference given to Art majors.*

Hour: TBA

E. JACKSON

ARTS 304T(S) Video Post-Production

This upper-level video course is an opportunity for students to build their skills in post-production techniques. More advanced skills in Final Cut Pro and Soundtrack will be explored in a series of workshops and exercises. An ongoing engagement with viewings and critical texts will allow us to both master and challenge traditional practices in post-production. Pacing, continuity, compositing, color correction, sound mixing and special effects will be covered. Rather than focusing on a final project, students will generate a series of four to six short videos that experiment with form, style and substance.

Format: tutorial. Each week, one student in each tutorial pair will produce a short work that responds to a particular assignment related to that week's viewing and reading. Rather than focusing on a final project, students will generate a series of four to six short videos that experiment with form, style and substance. The class will also meet as a group for two critique sessions. Lab fee.

Enrollment limit: 10 (expected: 10).

Tutorial meetings to be arranged.

LANE

ARTS 309(F) Exploring Creativity (Same as EXPR 309, Mathematics 309, Music 309, and Philosophy 307)

(See under EXPR 309 for full description.)

Does not count toward the art major.

BURGER

ARTS 310T(S) Appearance/Disappearance

Appearance and disappearance are conditions that intuitively and intellectually link a subject to its surrounding environment. We are made aware of things appearing (or disappearing) by the degrees and kinds of contrasts exhibited by the subject (ideas or objects) in relation to its ground (ephemeral or material). The particular array of relationships between subject and ground constructs diverse kinds of evidence. From medical research in the imaging processes of the internal body to the forensic cues offered by the "black box" in-flight recording; from the military use of camouflage to the video taped "appearances" of Osama bin Laden; from the inability of an eating disorder patient to recognize a self image to the masquerades we willingly wear—appearance and disappearance have governed the evidences of our actions, beliefs and identities.

This image-based studio examination of the subject will look at material that has been shaped by its link with our central theme. Each of five studio projects will successively build a cumulative view of how appearance and/or disappearance might shift a viewer's ability to render any point of view. While work in a variety of media will be encouraged, most of the studio exercises will be two-dimensional or low-relief in their final presentation.

Format: tutorial. Evaluation will be on the basis of the technical and conceptual strengths of the portfolio, the weekly paired-student format and full class studio discussions, and regular written analysis of work produced during this term. Lab fee.

Prerequisites: any one of the following: ArtS 230, 241, 242, 257, 263, or 264. *Enrollment limit: 12 (expected: 12).*

Art

Preference given to Art majors. (Note: Students only need to be available one hour during the stated time. Students who have time-conflicts with another course should contact the instructor.)

Hour: 1:10-3:50 TR

EPPING

ARTS 317T The Miniature (Not offered 2008-2009; to be offered 2009-2010)

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

LEVIN

ARTS 319(F) Junior Seminar: Methods in Contemporary Art Practice

The Junior Seminar is an opportunity for creative students to study the historical, social and political context in which art is currently made and, in relation to this context, develop his/her own ideas and express them visually. Format: seminar and studio workshop. Requirements: Research project culminating in an oral presentation. Weekly studio assignments. Participation in field trips. Lab fee: \$75 for field trips. Students are expected to provide their own materials.

Prerequisites: one 100- and one 200-level class in studio art or permission of the instructor. *Preference to Studio Art and History and Practice majors, Art History majors. (Note: students need to have the MWF 9-9:50 hour free for presentations.)*

Hour: 1:10-3:50 W and 9:00-9:50 MWF

GLIER

ARTS 329(F) Architectural Design II

This year the design studio investigates the process of conceiving and transforming ideas into architectural propositions and dynamically changing built environments. Design research assignments during site visits examine user-experience and ambiance, design theories and methodologies, real estate development and cityscapes. Observational techniques are developed with hand drawings, photographs and videos as research tools. Several short design projects introduce scales that range from the architectural drawing to the urban environment, from smart materials to advanced buildings. Students are encouraged to engage in multidisciplinary team work between users, investors, brand identity experts, builders and engineers.

Format: design studio, site visits, lectures, readings. Evaluation will be based on progress in developing creative problem solving skills and novel design solutions presented through sketches, models and drawings, a portfolio that can be used to apply for graduate study. Visiting critics will participate in critiques also via internet. Lab fee. Prerequisites: ArtS 220; ArtH 262 highly recommended.

Hour: 1:10-3:50 F

JUKOLA

ARTS 344(S) Abstraction

Abstraction has been a persistent and defining visual idea of the twentieth and twenty-first century. This workshop for intermediate and advanced drawing and painting students will investigate the principles of abstract design as well as some of the artists that helped to develop the genre. Among the concepts to be explored are cubism, field composition, gestural painting, and patterning. Students will work from a variety of sources, including the human body, still life, and found photography. The final four weeks of class will be dedicated to independent projects. Lab fee: \$250.

Format: studio. Requirements: weekly studio assignments. Evaluation will be based on the quality of visual projects, and class participation.

Prerequisites: ArtS 230 or a 200-level painting course or permission of the instructor. *Enrollment limit: 15. Preference: studio art majors, seniors, juniors, sophomores.*

Hour: 1:10-3:50 F and 11:00-12:15 F

GLIER

ARTS 350T The BIG Picture (Not offered 2008-2009; to be offered 2009-2010)

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

LALEIAN

ARTS 364T(F) Artists' Books

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

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

Hour: 1:10-3:50 M

TAKENAGA

ARTS 418(S) Senior Seminar

The primary emphasis of the senior tutorial is on strengthening the student's skill and sensitivity in using critical analysis for the creation of visual objects and/or events. At the beginning of the term, studio art majors, in consultation with the tutor, will determine the individual projects that will serve as the focus of their work for the semester. During the course, students are expected to refine their creative directions in a coherent and structured body of work which will be exhibited at the Williams College Museum of Art. Students are responsible for buying their own materials. Lab fee.

Prerequisites: completion of *all* other studio courses required for the art studio route. *Enrollment limit: 24. Senior Art majors who wish to pursue a more structured course are encouraged to take a second 300-level tutorial instead of 418.*

Hour: 1:10-3:50 W

PODMORE

ARTS 497(F), 498(S) Independent Study

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

Prerequisites: no student will be accepted into an independent study project unless he/she has completed two 200-level ArtS courses and one 300-level ArtS tutorial. *Permission of instructor is required.*

GRADUATE COURSES IN ART HISTORY*Requirements for the Degree of Master of Arts in Art History*

The degree is normally awarded upon successful completion of two years of resident graduate study. To earn the degree the student must earn a grade of at least B- in each of ten courses, at least six of which must be graduate seminars (including ArtH 504). There is a geographical/chronological distribution requirement that these ten courses must fulfill (details available from the Graduate Program Office.) In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (ArtH 509), to be graded pass/fail, in their fourth semester.

In addition to completing the required courses, students must participate in a group study trip to Europe during winter study period in the first year, complete a Qualifying Paper in January of the second year, and satisfy the language requirement in the manner described below (see "Language Courses").

Senior art majors may enroll in graduate seminars, space permitting, with the permission of instructor.

ARTH 500(F) Clark Visiting Professor Seminar: The Hudson River School Revisited (Same as ArtH 400)

After a long series of blockbuster and quasi-blockbuster exhibitions beginning with the Metropolitan Museum of Art's *American Paradise* (1987) and ending with the Brooklyn Museum's *Kindred Spirits: Asher B. Durand and the American Landscape* (2007), now is a perfect time to take a fresh look at the Hudson River School and its offshoots. This course provides an opportunity to assess what has been learned over the past two decades and to explore further the influence of new social formations, new cultural practices, and new technologies of vision on American landscape representation in the period 1800-1875.

Format: seminar. Evaluation will be based on class participation, presentation of research, and a term paper.

Enrollment limit: 14, with places for 7 undergraduate [ARTH 400] and 7 graduate students [ARTH 500] assured.

Preference will be given to senior majors and graduate students.

Hour: 1:10-3:50 M

WALLACH

ARTH 500(S) Clark Visiting Professor Seminar: Reassessing Modernism: European Modern Architecture between the Wars (Same as ArtH 400)

It is fashionable to render Modernist architecture and design in the plural. Decorative Modernism, Vernacular Modernism, Conservative Modernism, Domestic Modernism, Irrational Modernism have all appeared in the recent literature. Applying pluralism retrospectively to the modern movement in architecture does disservice to the discourses of the 1920s, which generally revolved around a central spine of ideas. To understand the often bitter wrangling over apparently small differences of meaning and architectural detailing, it is better to adopt a model of competing claims to a single and authoritative core of belief. This is more in tune with the times than imagining a free market of brands or ideologies. The problem is that the core ideas were not themselves coherent, leading to contradictory and incompatible conclusions. The strength and endurance of Modernism in architecture and design derived from its capacity, from the outset, to accommodate complexity and contradiction at the core of its doctrine. The course is designed to interrogate these contradictions.

The course divides into two sections. In the first half we explore how the ideas carried forward from the nineteenth century were transformed into the practice of Modernist architecture by 1925-8 in Europe. The focus will be on testing meaning in selected texts against buildings and designs. In the second half of the course, we will interrogate the contradictory ways these ideas were interpreted in different countries in the 1930s, looking especially at France, Italy, Britain and the United States. We will pay particular attention to the means of diffusion and elaboration of ideas and images, through lectures, books, periodicals and exhibitions.

Evaluation will be based on a short midterm paper and a final term paper.

Enrollment limit: 14, with places for 7 undergraduate [ARTH 400] and 7 graduate students [ARTH 500] assured.

Preference will be given to senior majors and graduate students.

Hour: 1:10-3:50 M

T. BENTON

ARTH 501(S) Museums: History and Practice

This course will examine the history of museums in Europe and America, focusing on historical traditions and current expectations affecting institutional operations today. Historical tradition and current practice as it relates to museum governance and administration, architecture and installation, acquisitions and collections, cultural property issues as well as the many roles of exhibitions in museum programming will be addressed along with museums' social responsibility as scholarly and public institutions in an increasingly market-driven, non-profit environment. Evaluation will be based on oral presentations as well as two term papers.

Enrollment limit: 12 (expected: 8-12).

Hour: 2:30-5:00 T

CONFORTI

ARTH 503 Studies in Decorative Arts, Material Culture, Design History, 1700-2000 (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arth/arth503.php)

CONFORTI

ARTH 504(F) Methods of Art History and Criticism

This is a seminar in the intellectual history of the history of art, with some concentration on the ways in which this disciplinary tradition has been challenged by recent critical theory. It will begin its study with the "founders" of the field and end with issues and problems that generated the "new art history" twenty years ago and "visual studies"

Art

in the last decade. Topics to be covered include: style, iconography/iconology, semiotics, identity politics, formalism, deconstruction, phenomenology, psychoanalysis, feminism, Marxism, and gender studies. Resident Clark Fellows will occasionally talk to us on perspectives of their choice. Each student will write one short midterm paper and a longer concluding essay, as well as present a couple of the readings to the class. *Limited to and required of first-year students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 T

HOLLY

ARTH 505(F) The Artist and the Studio: Representations of Representation, Then and Now

This thematically based course explores depictions of the artist and the studio from (roughly) Velázquez into the present. Such representations often constitute a privileged arena for the development of reflexive concerns-concerns by artists about the nature and terms of the artistic enterprise. Precisely for this reason, that arena has also attracted a substantial body of ambitious art historical writing. Accordingly, much of the class will be devoted to exploring problems of interpretation raised by such "representations of representation," along with the art historical literature they have spawned. Artists include (but are not limited to) Velázquez, Vermeer, Delacroix, Courbet, Matisse, and Picasso; readings by Michel Foucault, Michael Fried, Svetlana Alpers, Daniel Arasse, and Leo Steinberg, among others. We might also read Balzac's *Unknown Masterpiece* and other works of art fiction.

Format: seminar. Requirements: students will be responsible for readings, and one research paper/presentation.

Enrollment limit: 12 (expected: 8-12). Preference will be given to graduate students and then to senior majors.

Hour: 10 a.m.-12:30 p.m. R

GOTLIEB

ARTH 507 Rhetorics of the Sublime (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arth/arth507.php)

GOTLIEB

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

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Class format will include slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Sterling and Francine Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exams scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade). There is no overall final exam. Some exams may be designated "open book"; however, all work should be a student's individual effort.

Enrollment limit: 12 (expected: 8-12).

Hour: 6:30-8:30 MR

BRANCHICK

ARTH 509(S) Graduate Student Symposium

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the Graduate Program's annual spring symposium. Working closely with a student/faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Requirements: each student is required to present two or three dry runs and a final oral presentation at the symposium.

Prerequisites: successful completion and acceptance of the Qualifying Paper.

Hour: TBA

GOTLIEB

ARTH 511(S) The Image of God in Ancient Greek Art

The visual representation of the Greek gods and goddesses poses special interpretive problems because the Greeks held their gods to be not visible in the ordinary sense yet powerfully present. The interpretation of images of deities in Greek art poses especially interesting questions because of the importance of naturalism in ancient conceptions of visual representation. To understand the seemingly paradoxical idea of a naturalistic imagery of supernatural gods, scholars have employed semiology, narratology, phenomenology, and the psychology of religion. In this course, we will explore the representation of gods from those and other points of view. We will acquire an understanding of the basic stylistic, iconographical, and ritual parameters surrounding the imagery of gods through short presentations on individual deities. In a series of in-depth presentations, we will examine influential ancient monuments and modern interpretive problems. Topics will include the sculptures of Delphi, Olympia, and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the religious-historical phenomena of statue-rituals; the function of representations of deities, and the comparative study of imagery of god in Medieval and Renaissance art.

Format: lecture, discussion, and student presentations. Requirements: one short and one long presentation, one research paper, and participation in class discussion.

Enrollment limit: 12 (expected 8-12). Preference will be given to graduate students, senior art-history majors, and classics majors, in that order.

Hour: 1:10-3:50 R

HEDREEN

ARTH 533 Michelangelo: Biography, Mythology, and the History of Art (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arth/arth533.php)

SOLUM

ARTH 546(S) What Is Genre Painting?

Genre painting is both a firmly established and a puzzling category in art history. In this course we will explore some of the key aesthetic and social questions it provokes: What precisely is it and why does it matter? What social and cultural forces shaped its development? How was it defined and understood in particular countries and

at particular moments? What was its relationship with other modes and genres of painting, and with wider cultural phenomena such as theater and proverbs? The course will focus on the seventeenth and eighteenth centuries in the Low Countries, France, and England, and will examine the work of Teniers, Steen, Chardin, Hogarth, and Greuze, among others.

The course will be assessed on the basis of oral presentation (normally focused on an individual painting or group of paintings) and one research paper per student. In addition, students will be expected to lead discussions of readings and to respond to the presentations of others in the class.

Enrollment limit: 12 (expected: 8-12). Preference will be given to graduate students and then to senior majors.
Hour: 2:30-5:00 W LEDBURY

ARTH 551 Winslow Homer (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arth/arth551.php)

SIMPSON

ARTH 556 Fact, Self, and the Roots of Architectural Modernism (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arth/arth556.php)

M. LEWIS

ARTH 557(F) James McNeill Whistler

The Massachusetts-born, Sankt Petersburg-raised, West Point-educated, Paris-trained, London-residing, Japan-worshipping James McNeill Whistler (1834-1903)—in addition to exemplifying the cosmopolitanism of his age—revolutionized the arts of painting, printmaking, interior decoration, exhibition design, and artistic self-promotion. We will study his many achievements through study of selected works and considerations of the varied cultural circles in which he moved: the French avant-garde of several generations, British Pre-Raphaelites and Aesthetes, American expatriates, and a panoply of European poets, industrialists, and celebrities. Substantial archival resources and bibliography will assist our investigations and itself be a field of inquiry.

Expectations: synopses of the weekly readings; two short written assignments; an oral report, to be presented in revised, written form at semester's end; and a critical commentary on another student's report. An overnight field trip to Washington, D.C., is likely.

Enrollment limit: 12 (expected: 8-12). Preference will be given to graduate students and then to senior majors.
Hour: 1:10-3:50 F SIMPSON

ARTH 559 Romanticism: Visual Art and Culture in Europe, 1780-1848 (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/arth/arth559.php)

LEDBURY

ARTH 561(F) Foto Art: Germany 1960 to the Present (Same as Arth 222)

(See under ARTH 222 for full description).

This course will consist of lectures and discussion in Arth 222. In addition, seminar sessions will be held outside of the regular lectures for enrolled graduate students (limited to six). 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 critical commentary on another student's oral report. *Reading knowledge of German recommended.*

Enrollment limit: 6.
Hour: 2:35-3:50 MR

HAXTHAUSEN

ARTH 562(S) Themes in Domestic Architecture, 1953-1973

By 1953, it seemed that despite the great challenge of reconstruction in Europe after World War II, all the technical obstacles for providing comfortable homes for all had been resolved (standardized production, control of heat, light, ventilation, acoustic insulation). All these standards were enshrined in building legislation in Europe and in the United States and would be brought about by heavy investment and mass production, standardization, and the rational solving of technical problems. The three CIAM meetings (Congrès Internationaux d'Architecture Moderne) after WWII seemed to be in control of technology and planning. But the new generation of architects and designers was not satisfied. In fact it was one of the leading figures of the old generation who asked in 1953 the fundamental question: "How should we live today?"

This seminar is about the different ways in which people tried to answer this question. Well-known architects such as Louis Kahn, Marcel Breuer, Jean Prouvé, and Charlotte Perriand all approached the problem in different ways, and we will examine their ideas. We will also explore radical approaches to architecture, from high tech to low tech (lightweight structures, alternative lifestyles and the counterculture, ecology, and sustainability), from the 1950s to the 1970s.

Evaluation will be based on a short midterm paper and a final term paper.

Enrollment limit: 12 (expected: 8-12). Preference will be given to graduate students and then to senior majors.
Hour: 1:10-3:50 F

MANIAQUE

ARTH 567(F) Writing on Contemporary Art: "Opponents, Audiences, Constituents, and Community"

In his 1982 essay "Opponents, Audiences, Constituents, and Community" Edward Said asked "Who writes? For whom is the writing being done? In what circumstances?" While addressing these questions, the class will look at the various modes of interpretation used to analyze and illuminate contemporary art today. We will read criticism, theory, interviews, and museum catalogue essays and didactics in order to understand not only the subject - the art itself - but also how it is described, contextualized, and disseminated to various audiences. The class will also explore the changing definitions and roles of author, artist, curator, audience, and text.

Evaluation will be based on class discussions and a series of writing assignments completed over the semester.
Enrollment limit: 12 (expected 8-12). Preference will be given to graduate students. Senior majors will be admitted with permission of the instructor only.

Hour: 4:30-7:00 W

CROSS

Art

ARTH 575(F) Forbidden Image?

It is commonly assumed that Islam categorically forbids figural representation. This is a myth. We will seek a more nuanced appreciation of Muslim image-making practices in this course, first by considering idolatry and related anxieties associated with monotheistic visual cultures, and then by exploring the rich traditions of Persian manuscript painting and photography in greater detail. A particularly charged form of figuration—the portrait—will serve as a springboard from which to articulate the character and limits of Islamic “iconoclasm.”

Students will be evaluated on their class participation and a major research project.

Enrollment limit: 12 (expected: 8-12). Preference will be given to graduate students and then to senior majors.

Hour: 1:10-3:50 R

H. EDWARDS

ARTH 595(F), 596(S) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Director of the Graduate Program.

ARTH 597(F), 598(S) Undergraduate Courses Taken for Graduate Credit

LANGUAGE COURSES

Reading proficiency in two European languages is required for the M.A. degree in Art History at Williams, and provision for attainment of this qualification is an integral part of the program of study. Of these two, German is *required*, and French is recommended. Elementary and intermediate undergraduate courses offered by the language departments are open to graduate students, and the graduate program offers advanced, one-semester courses in French and German art-history readings. A student who begins elementary language study after enrollment in the program should expect to take a sequence of courses. Details may be obtained from the Graduate Program office. Entering students with some previous language background will be asked to take a standard reading examination for purposes of placement. Students should aim to complete all language work no later than the end of the third semester.

To satisfy the requirement in each of the two required languages, a student must: (a) score 700 or better on the SAT II reading examination upon enrollment in the program or, (b) complete punctually and satisfactorily (B- or better) all assignments and tests in the advanced courses. The same standards and expectations apply to language courses as to other courses and seminars.

Second-year students who have successfully completed German 511-512 and have independently developed their German language skills during the summer may, before the commencement of their third semester of study, arrange to take a two-hour translation examination administered by the Graduate Program. Students who pass the examination are exempted from German 513.

If appropriate to his or her course of study, a student may petition to substitute another language for French. Instruction in Italian, Spanish, Russian, Latin, and Greek is regularly offered in the undergraduate curriculum, whereas independent arrangements must be made for Dutch and other languages.

GERM 511(F)-512(S) Reading German for Beginners (Same as German 111(F)-112(S))

This course is for students who have had no previous study of German.

GERM 513(F) Readings in German Art History and Criticism

This is an advanced course in German reading, focused on the literature of art history. Texts are selected from fundamental works of art history and criticism and from the writings related to concurrent seminars in the Graduate Program in the History of Art. The course includes a grammar review.

Evaluation will be based on written homework, quizzes, tests, and class participation.

Prerequisites: German 511-512 or equivalent preparation (a score of 500 or higher on SAT II German Reading Test). *Enrollment limited to art-history graduate students; others by permission of the instructor.*

RLFR 511(F) Intensive Grammar and Translation

An intensive grammar course for students interested in developing and improving their reading skills in French. Emphasis will be on a thorough and systematic review of sentence structures and grammar. The students will also be expected to learn and develop a wide lexical range centered on art history and criticism. *Conducted in English.* Evaluation is based on participation, papers, a midterm and a final examination.

Enrollment open for graduate students; other students are welcome, by instructor's permission.

Hour: 8:30-9:45 TR

DESROSIERS

RLFR 512(S) Readings in French Art History and Criticism

This course will provide students of the Williams College Graduate Program in the History of Art and others interested with knowledge of French acquired through translation and interpretation.

The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read (excerpts from museum entries, the *Gazette des Beaux-Arts*, *Salons* by Diderot, Baudelaire or Thoré, and authors such as Francastel, Valéry, Focillon, Derrida to name a few), will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French. Grammar will be reviewed in context.

Evaluation is based on class participation, papers, a midterm, a project and a final examination.

Prerequisite: French 511 or permission of instructor.

Hour: 8:30-9:45 TR

DESROSIERS

ASIAN STUDIES (Div. I & II, *see explanation below*)

Chair, Professor CORNELIUS C. KUBLER

Professors: KUBLER, YAMADA. Associate Professors: CHANG, KAGAYA, YAMAMOTO. Assistant Professors: C. BOLTON, NUGENT**, YU*. *Visiting Lecturers*: SUN, C. WANG, ZHANG. *Adjunct Faculty*: Professors: CRANE**, DREYFUS, JANG, JUST, SHEPPARD, WONG*. Assistant Professors: JOSEPHSON, A. REINHARDT*, SINIAWER, VALIANI*. Language Fellows: HSIAO, MA-SUMOTO, SHIBATA, SU.

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society.

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. *Please note: Courses with ASST prefix carry Division II credit and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.*

THE MAJOR

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

- 1) Asian Studies 201 or, with permission of the Chair, students may select a substitute course that treats more than a single Asian country
- 2) four semesters of Chinese or Japanese language (*including no more than two 100-level courses*)

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

3A) Asian Studies Major

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

3B) Chinese Major

- a. four additional semesters of Chinese language (*300-level or higher*)
- b. Chinese 412
- c. one approved course in Chinese literature or culture in translation

3C) Japanese Major

- a. four additional semesters of Japanese language
- b. one course in Japanese literature in translation
- c. one elective on Japan

Electives

American Studies 283/English 287 Topics in Asian American Literature
American Studies 302/English 388 Asian American Writing and the Visual Arts
American Studies 311 Asian American Film
Arth 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha
Arth 270 Japanese Art and Culture
Arth 274 Chinese Calligraphy: Theory and Practice
Arth 376 Image and Anti-images: Zen Art in China and Japan
Arth 470 American Orientalism
Economics 207 China's Economic Transformation Since 1980
Economics 366 Rural Economies of East Asia
Economics 387 Economic Transition in East Asia
History 118 "Ten Years of Madness": The Chinese Cultural Revolution
History 384 Comparative Asian-American History, 1850-1965
History 385 Contemporary Issues in Recent Asian-American History, 1965-Present
Music 126 Musics of Asia
Music 210 American Pop Orientalism
Political Science 242 America and the Vietnam War
Political Science 247 Political Power in Contemporary China

Asian Studies

Political Science 265	The International Politics of East Asia
Political Science 341	The Politics of the Global Economy: Wealth and Power in East Asia
Political Science 345T	Political Leadership in Ancient Chinese Thought
Political Science 382	The Art of Political and Historical Inquiry: The Vietnam War
Religion 236/History 216	The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow
Religion 241	Hinduism: Construction of a Tradition
Religion 242	Buddhism: Concepts and Practices
Religion 245	Tibetan Civilization
Religion 251	Zen Buddhism
Religion 256	Engendering Buddhism
Religion 257	Gods and Demons in East Asian Religion
Religion 259/History 214	Japanese Religions and the State
Religion 304/Comparative Literature 344	From Hermeneutics to Post-Coloniality

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas can count toward graduation, and up to four courses taken off campus may be counted toward the major.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Asian Studies, Chinese, or Japanese should submit a proposal to the department chair when they register for courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for ASST 493-W31-494, CHIN 493-W31-494, or JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of *Honors*, *Highest Honors*, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

COURSES IN ASIAN STUDIES (Div. II)

ASST 117T	Clash of Empires: China and the West, 1800-1900 (Same as History 117T) (Not offered 2008-2009; to be offered 2009-2010) (W)	
	(See under HIST 117 for full description.)	A. REINHARDT
	<i>Satisfies one semester of the Division II distribution requirement.</i>	
ASST 201(F)	Asia and the World (Same as International Studies 101 and Political Science 100)	
	(See under PSCI 100 for full description.)	CRANE
	<i>Satisfies one semester of the Division II distribution requirement.</i>	
ASST 212	Transforming the "Middle Kingdom": China, 2000 BCE-1600 (Same as History 212)	
	<i>(Not offered 2008-2009; to be offered 2009-2010)</i>	
	(See under HIST 212 for full description.)	A. REINHARDT
	<i>Satisfies one semester of the Division II distribution requirement.</i>	
ASST 213	Modern China, 1600-Present (Same as History 213) (Not offered 2008-2009; to be offered 2009-2010)	
	(See under HIST 213 for full description.)	A. REINHARDT
	<i>Satisfies one semester of the Division II distribution requirement.</i>	
ASST 217(F)	Early Modern Japan (Same as History 217 and Japanese 217)	
	(See under HIST 217 for full description.)	SINIAWER
	<i>Satisfies one semester of the Division II distribution requirement.</i>	
ASST 218(S)	Modern Japan (Same as History 218 and Japanese 218)	
	(See under HIST 218 for full description.)	SINIAWER
	<i>Satisfies one semester of the Division II distribution requirement.</i>	
ASST 233	Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Religion 249) (Not offered 2008-2009; to be offered 2009-2010) (D)	
	(See under ANTH 233 for full description.)	JUST
	<i>Satisfies one semester of the Division II distribution requirement.</i>	
ASST 245	Nationalism in East Asia (Same as History 318 and Political Science 245) (Not offered 2008-2009; to be offered 2009-2010)	
	(See under PSCI 245 for full description.)	CRANE
	<i>Satisfies one semester of the Division II distribution requirement.</i>	

Asian Studies

- ASST 250(S) Scholars, Saints and Immortals: The Religious Life in East Asia (Same as Religion 250) (D)**
(See under REL 250 for full description.) JOSEPHSON
- ASST 269 Imagining Spaces of the British Empire in the Twentieth Century (Same as Sociology 269) (Not offered 2008-2009; to be offered 2009-2010)**
(See under SOC 269 for full description.) VALIANI
- ASST 305 Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Comparative Literature 303 and English 374) (Not offered 2008-2009; to be offered 2009-2010) (D)**
(See under AMST 305 for full description.) WANG
- ASST 311(F) US-China Foreign Cultural Relations, 1900-1950 (Same as American Studies 311, Comparative Literature 311 and English 334)**
(See under COMP 311 for full description.) SO
- ASST 319 Gender and the Family in Chinese History (Same as History 319 and Women's and Gender Studies 319) (Not offered 2008-2009; to be offered 2009-2010)**
(See under HIST 319 for full description.) A. REINHARDT
- ASST 327 Violence, Terrorism, and Collective Healing (Same as Sociology 327) (Not offered 2008-2009; to be offered 2009-2010)**
(See under SOC 327 for full description.) VALIANI
- ASST 345 Producing the Past (Same as History 392 and Sociology 345) (Not offered 2008-2009; to be offered 2009-2010)**
(See under SOC 345 for full description.) VALIANI
- ASST 493(F)-W31-494(S) Senior Thesis**
Satisfies one semester of the Division II distribution requirement.
- ASST 497(F), 498(S) Independent Study**
Satisfies one semester of the Division II distribution requirement.

COURSES IN CHINESE (Div. I)

The department regularly offers four levels of instruction in Modern Standard Chinese (Mandarin), designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing, as well as introductory courses in Cantonese, Taiwanese, Classical Chinese, and Chinese linguistics. The course numbering system for Chinese is sequential. Students move from Chinese 101-102 to 201, 202, 301, 302, 401, and 402. Independent study (Chinese 497, 498) may be offered depending on student needs and available resources. Those students entering with proficiency in Chinese should see the Coordinator concerning placement.

The department also offers courses on Chinese literature and culture in English translation for students who wish to become acquainted with the major achievements in Chinese literary, intellectual and cultural history. For the purpose of the distribution requirement, all courses in Chinese are considered Division I unless otherwise noted.

STUDY ABROAD

Students majoring in Chinese are strongly encouraged to study in mainland China or Taiwan during one or both semesters of their junior year, during the summer, or over Winter Study. It is important that students interested in any of these options consult as early as possible with the department and the Dean's Office concerning acceptable programs.

CHIN 101(F)-W88-102(S) Basic Chinese (D)

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the official language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the traditional and the simplified script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Format of spoken classes: dialog performance, drills, communicative exercises. Format of written classes: oral reading, questions and discussion in Chinese, translation and explanation in English. Evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam.

No prerequisites. *Enrollment limit: 12 per section (expected: 10 per section). Preference given to first-years and sophomores.*

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

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

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

First Semester: CHANG and STAFF

9:00-9:50 MWF, 10:00-10:50 MWF, 12:00-12:50 MWF

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

Second Semester: WANG and STAFF

CHIN 131(S) Basic Cantonese

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 50 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in South-east Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the

Asian Studies

past few decades. Our focus in this course will be on developing basic listening and speaking skills, though we will also study some of the special characters which have been used for centuries to write colloquial Cantonese. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, we should be able to cover in one semester about as much as is covered in the first two to three semesters of Mandarin.

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

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

Hour: 8:30-9:45 TR

KUBLER

CHIN 152 Basic Taiwanese (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/chin/chin152.php)

KUBLER

CHIN 201(F), 202(S) Intermediate Chinese (D)

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple Standard Written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.*

Format: drill/discussion/reading. Evaluation will be based on classroom performance, homework, daily quizzes, weekly written and oral tests, a midterm, and a final exam.

Prerequisites: Chinese 102 or permission of instructor. *No enrollment limit (expected: 12 per section).*

Hour: 11:00-11:50 MWF and 8:55-9:45 TR, 1:10-2:00 MTWRF

First Semester: WANG and Staff

11:00-11:50 MWF and 8:55-9:45 TR, 1:10-2:00 MTWRF

Second Semester: SUN and Staff

CHIN 219 Popular Culture in Modern China (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/chin/chin219.php)

YU

CHIN 223 Ethnic Minorities in China: Past and Present (Same as Anthropology 223) (Not offered 2008-2009; to be offered 2009-2010) (D)

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

YU

CHIN 224 Cultural Foundations: The Literature and History of Early China (Same as Comparative Literature 220 and History 315) (Not offered 2008-2009; to be offered 2009-2010) (D)

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

NUGENT

CHIN 235 China on Screen (Same as Comparative Literature 235) (Not offered 2008-2009; to be offered 2009-2010)

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

NUGENT

CHIN 251T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Comparative Literature 256T and History 215T) (W) (D)

The first fifty years of the 20th century saw unprecedented changes in almost every sphere of Chinese society. A political system that had survived in some form for over two millennia abruptly disintegrated. New ideas challenged orthodox intellectual culture in profound and complex ways. Chinese intellectuals questioned the value of inherited traditions while simultaneously facing the real possibility of the near total extinction of those traditions. Literature, which had historically been an important locus of cultural debates, served this role to perhaps an even greater extent during this tumultuous period, as writers struggled with questions of how to save a country and culture wracked by internal disintegration and facing urgent external threats. These debates framed many of the issues that continue to influence the political, intellectual, and literary cultures of the People's Republic of China and Taiwan to this day. In this course we will examine a broad range of sources that engage the key debates of this period. This is an EDI course in which we will address such questions as the role of traditional culture versus that of modern or Western culture, the role of ideology and politics in literary and artistic production, ideas of nationhood and cultural identity, and the relationship between the individual and the state. *All readings will be in English translation.*

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Every other week the student will write and present orally a 5- to 7-page paper on the assigned topic of that week. In alternative weeks, the student will write a 2-page critique of the fellow student's paper. There will also be a final paper dealing with the issues addressed during the course. Evaluation will be based on written work and analysis of the fellow student's work.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Chinese majors.*

Tutorial meetings to be arranged.

NUGENT

CHIN 301(F), 302(S) Upper-Intermediate Chinese (D)

Although the oral skills will continue to receive attention, there is at this level increased emphasis on reading and writing. A major goal of the course will be developing students' reading proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from the colloquial written Chinese which was introduced during the first two years of instruction. About half of the course will be devoted to newspaper reading, with the remainder consisting of several modules that may include short selections from modern Chinese fiction, films, or other types of performance literature. Both simplified and traditional character texts will be used. *Conducted in Mandarin.*

Requirements: three 50-minute classes plus a conversation session; primarily reading and discussion; students are required to write a short essay every other week. Evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam.

Prerequisites: Chinese 202 or permission of instructor.

Hour: 10:00-10:50 MTWF, 11:00-11:50 MWF and 11:20-12:10 T

First Semester: SUN and Staff

10:00-10:50 MTWF, 11:00-11:50 MWF and 11:20-12:10 T

Second Semester: ZHANG and Staff

CHIN 352(S) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language (Same as Linguistics 383)

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. *All readings in English with some examples in Chinese.*

Format: lecture/discussion. Evaluation will be based on class participation, several oral presentations and short papers, and a final research project.

Prerequisites: Chinese 101 or permission of instructor. *No enrollment limit (expected: 8).*

Hour: 1:10-2:25 MR

C. CHANG

CHIN 401(F), 402(S) Advanced Chinese (D)

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

Requirements: two 75-minute classes plus a conversation session; primarily reading and discussion; students are required to write a short essay every other week. Evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam.

Prerequisites: Chinese 302 or permission of instructor.

Hour: 2:35-3:50 MR

Conferences: 2:35-3:25 T, 9-9:50 W

First Semester: ZHANG and Staff

2:35-3:50 MR

Conferences: 2:35-3:25 T, 9-9:50 W

Second Semester: SUN and Staff

CHIN 412(S) Introduction to Classical Chinese

Classical or "Literary" Chinese was the standard written language of China from around the seventh century BC until the 1920s and served for many centuries as an important written language in Japan, Korea, and Vietnam as well. Moreover, remnants of Classical Chinese are still used frequently in Modern Chinese, in both writing (e.g., newspaper, road signs and academic writing) and speech (e.g., proverbs and aphorisms). This course will serve as an introduction to the basic grammar and vocabulary of Classical Chinese. We will focus on philosophical, political, and historical anecdotes from works from the Spring and Autumn period (770-481 B.C.) through the Han Dynasty (202 B.C. -220 A.D.), as they served as the foundation for the language. While the main objective is to develop reading proficiency in Classical Chinese, the course will also serve to enhance proficiency in Modern Chinese through classroom discussion in Mandarin, translation of Classical Chinese into Modern Chinese, and comparison of Classical Chinese and Modern Chinese vocabulary and grammar. *Conducted primarily in Mandarin.*

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

Prerequisites: Chinese 301 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:20-12:35 TR

NUGENT

CHIN 431(F) Introduction to Chinese Linguistics (Same as Linguistics 403)

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; and language and politics in the Chinese-speaking countries. *Readings in English and Chinese, with class discussion primarily in Mandarin.*

Evaluation will be based on classroom performance, homework, two short papers, and one longer paper.

Prerequisites: Chinese 302 or permission of instructor.

Hour: 1:10-2:25 MR

KUBLER

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

Satisfies one semester of the Division I distribution requirement.

CHIN 497(F), 498(S) Independent Study

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

COURSES IN JAPANESE (Div. I)

The department regularly offers four levels of language instruction in Modern Japanese, designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing. Courses on Japanese literature in translation and film are also offered. The course numbering system for Japanese is sequential. Students move from Japanese 101-102 to 201, 202, 301, 302, 401, 402 and, if appropriate, 403 and 404. Independent study (Japanese 497, 498) may be offered for students who have completed 402 or the equivalent, depending on student needs and available resources. Students interested in pursuing independent study must contact the Coordinator of

Asian Studies

the Japanese Program one semester in advance and present a proposal to the professor with whom they wish to study by the first day of pre-registration week. Those students entering with proficiency in Japanese should see the Coordinator concerning placement. For the purpose of the distribution requirement, all courses in Japanese are considered Division I unless otherwise noted.

STUDY ABROAD

Students majoring in Japanese are encouraged to consider study in Japan at some point in their Williams career—during one or both semesters of their junior year, during the summer, or over Winter Study. It is important that students interested in any of these options consult carefully with the department and the Dean's Office starting at an early date.

JAPN 101(F)-W88-102(S) First-Year Japanese (D)

An introduction to modern spoken and written Japanese, the course will emphasize oral skills in the fall semester, with somewhat more reading and writing in the spring. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Computer-assisted learning materials will be used extensively. Classes consist of a combination of “act” classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and “fact” classes, conducted in Japanese and English, where students learn about the language and culture.

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

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

Hour: 9:55-11:10 TR Conferences: 9-9:50, 10-10:50 MWF First Semester: KAGAYA and YAMADA
9:55-11:10 TR Conferences: 9-9:50, 10-10:50 MWF Second Semester: YAMAMOTO and YAMADA

JAPN 201(F), 202(S) Second-Year Japanese (D)

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

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

Prerequisites: Japanese 101-102 or permission of instructor.

Hour: 11:20-12:35 TR Conference: 11-11:50 MWF First Semester: YAMADA and YAMAMOTO
11:20-12:35 TR Conference: 11-11:50 MWF Second Semester: YAMAMOTO and YAMADA

JAPN 217(F) Early Modern Japan (Same as Asian Studies 217 and History 217)

(See under HIST 217 for full description.)

SINIAWER

Satisfies one semester of the Division II distribution requirement.

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

(See under HIST 218 for full description.)

SINIAWER

Satisfies one semester of the Division II distribution requirement.

JAPN 252 The Masks of Japanese Literature (Same as Comparative Literature 252) (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/japn/japn252.php)

C. BOLTON

JAPN 254(F) Japanese Literature and the End of the World (Same as Comparative Literature 264)

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura Shōhei, and Ichikawa Kōji; fantasy and science fiction novels by Abe Kōbō, Murakami Haruki and Murakami Ryū; and apocalyptic comics and animation by Oshii Mamoru, Ōtomo Katsuhiro and Takahata Isao. *The class and the readings are in English*; no familiarity with Japanese language or culture is required.

Format: lecture/discussion. Requirements: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts.

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

Hour: 1:10-2:25 TF

C. BOLTON

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

(Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/japn/japn255.php)

C. BOLTON

JAPN 256(S) Confession and Deception in Japanese Literature (Same as Comparative Literature 266)

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting of the tenth-century imperial court. Since that time, Japanese literary tradition has placed great value on confessional writing of many kinds, from Sei Shōnagon's classical *Pillow Book* and the haiku master Bashō's eighteenth-century travel diaries to postwar autobiographical fiction by writers like Mishima and Tanizaki. The source of interest in many of these texts lies in their combination of self-revelation and concealment or deception. This course asks what it meant for these authors to write from their own experience, and also what new things we can reveal in their work by writing about it ourselves. *The class and the readings are in English*; no familiarity with Japanese language or culture is required.

Format: lecture/discussion. Requirements: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts.

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

Hour: 1:10-2:25 TF

C. BOLTON

JAPN 260 Japanese Theatre and its Contemporary Context (Same as Comparative Literature 261)
(*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/japn/japn260.php) KAGAYA

JAPN 266 On the Outside Looking In (Same as Comparative Literature 254) (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/japn/japn266.php) KAGAYA

JAPN 270(S) Japanese Art and Culture (Same as ArtH 270)
(See under ARTH 270 for full description.) JANG

JAPN 276(S) Premodern Japanese Literature and Performance (Same as Comparative Literature 278)
Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. *All readings and discussions will be in English.*
Format: lecture/discussion. Requirements: active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events.
No prerequisites. *No enrollment limit (expected: 15). Open to all.*
Hour: 2:35-3:50 MR KAGAYA

JAPN 301(F), 302(S) Third-Year Japanese (D)
This course is a continuation of Japanese 201, 202, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to all the major structural patterns of contemporary Japanese and will have begun to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose of intermediate difficulty will also receive some attention.
Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.
Prerequisites: Japanese 202 or permission of instructor.
Hour: 12:00-12:50 MWF First Semester: YAMAMOTO
11:00-12:15 MWF Second Semester: KAGAYA

JAPN 321 History of U.S.-Japan Relations (Same as History 321) (Not offered 2008-2009; to be offered 2009-2010)
(See under HIST 321 for full description.) SINIAWER
Satisfies one semester of the Division II distribution requirement.

JAPN 401, 402 Fourth-Year Japanese (Not offered 2008-2009; to be offered 2009-2010) (D)
(www.williams.edu/Registrar/catalog/depts/japn/japn401.php)

JAPN 403(F) Advanced Japanese (D)
This course provides advanced training in listening, speaking, reading and writing Japanese, making use of materials such as newspapers, magazine articles, television broadcasts, and on-line materials that focus on current issues in Japan.
Evaluation will be based on classroom performance, homework, quizzes, a midterm and a final exam.
Prerequisites: Japanese 402 or permission of instructor. *Enrollment limit: 5 (expected: 2).*
Hour: 1:10-2:25 MR KAGAYA

JAPN 404(S) Advanced Japanese (D)
This course is designed for advanced Japanese language students. The goal is for students to be able to carry on extended discourse—such as a discussion, a speech, or an interview—in a culturally appropriate manner; to read authentic materials such as newspapers, magazine articles and literary works with ease; and to make presentations and write research papers on issues of interest. The course also makes use of video-conferencing and pod-casting and will focus on current social, cultural, educational, and political issues in Japan. This course, which is conducted entirely in Japanese, has the EDI designation since students are immersed in a Japanese language environment and the course materials will involve critical thinking and discussion of two diverse cultures, Japan and the U.S.
Evaluation will be based on daily classroom performance, homework, quizzes, and projects.
Prerequisites: Japanese 403 or permission of instructor. *Enrollment limit: 12 (expected: 4).*
Hour: 1:10-2:25 MR YAMADA

JAPN 486T Historical Memory of the Pacific War (Same as History 486T) (Not offered 2008-2009; to be offered 2009-2010) (W)
(See under HIST 486 for full description.) SINIAWER
Satisfies one semester of the Division II distribution requirement.

JAPN 493(F)-W31-494(S) Senior Thesis
Satisfies one semester of the Division I distribution requirement.

JAPN 497(F), 498(S) Independent Study
For students who have completed Japanese 402 or the equivalent.

ASTRONOMY (Div. III)

Chair, Professor KAREN B. KWITTER

Professors: KWITTER, J. PASACHOFF*. Visiting Professor: DEMIANSKI. Observatory Supervisor/
Lecturer: SOUZA.

How long will the Sun shine? Are there planets like Earth among the many circling other stars? How did the universe begin and how has it evolved over its 13.7 billion-year history? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe is fashioned. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major, administered jointly with the Physics Department, and the Astronomy major, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors, and have no prerequisite. Astronomy 111 is designed for students with some exposure to or interest in physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a 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-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department homepage can be found at <http://www.williams.edu/Astronomy>.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, geosciences, economics, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route to and through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 104 or 105 or 106 in the fall. Students with very good background placing them out of Physics 142 *and* out of Mathematics 104 may choose to take Physics 201 and Mathematics 105 or 106 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

MAJOR REQUIREMENTS FOR ASTROPHYSICS

- Astronomy 111 Introduction to Astrophysics
- or* Astronomy 101 Stars: From Suns to Black Holes
and either Astronomy 102 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Three 400-level astronomy courses
- or* Two 400-level astronomy courses *and* one of the following:
 - Astronomy 211 Astronomical Observing, Image Processing, and Analysis
 - Physics 302 Statistical Physics
 - Physics 402T Applications of Quantum Mechanics
 - Physics 405T Electromagnetic Theory
 - Physics 411T Classical Mechanics
 - Physics 418 Gravity
- Physics 131 Particles and Waves
- or* Physics 141 Particles and Waves—Enriched
- or* equivalent placement
- Physics 142 Foundations of Modern Physics
- or* Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists
- Physics 301 Introductory Quantum Physics
- Mathematics 105 Multivariable Calculus
- or* Mathematics 106 Multivariable Calculus

Astronomy, Astrophysics

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

THE DEGREE WITH HONORS IN ASTROPHYSICS

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

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

ASTRONOMY MAJOR

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

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

MAJOR REQUIREMENTS FOR ASTRONOMY

- Astronomy 111 Introduction to Astrophysics
- or Astronomy 101 Stars: From Suns to Black Holes
and either Astronomy 102 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Two 200-level Astronomy courses
- Two 400-level Astronomy courses
- Physics 131 Particles and Waves
- or Physics 141 Particles and Waves—Enriched
- or equivalent placement
- Physics 142 Foundations of Modern Physics
- or Physics 151 Seminar on Modern Physics
- Mathematics 104 Calculus II
- Mathematics 105 Multivariable Calculus
- or Mathematics 106 Multivariable Calculus
- or equivalent placement

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

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

Astronomy, Astrophysics

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

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

ASTRONOMY COURSES

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

ASTR 101(F) Stars: From Suns to Black Holes

What makes a star shine? For how long will the Sun keep shining? What are black holes and how can they form? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Spitzer Space Telescope, the Chandra X-ray Observatory, the new generation of 8- and 10-meter mountaintop telescopes, and results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how giant black holes are at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astronomy 102 and 104, and students who have taken those courses are welcome. Observing sessions will include use of the 24-inch telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun. Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *Enrollment limit: 48 (expected: 48). Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W 2:30-4 T,W

DEMIANSKI (lectures) SOUZA (labs)

ASTR 102 The Solar System—Our Planetary Home (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/astr/astr102.php)

J. PASACHOFF

ASTR 104(S) The Milky Way Galaxy and the Universe Beyond

It has been only about 85 years since the Sun was discovered not to be at the center of the Milky Way Galaxy, and only 80 years since our Milky Way Galaxy was determined to be only one of countless “island universes” in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the Hubble Space Telescope, the Spitzer Space Telescope, and the Chandra X-ray Observatory bring clearer images and cover a wider range of the spectrum than has ever been obtainable before; they are speeding up progress on determining the past and future of the Universe. They are confirming and enlarging our understanding of the Big Bang. In addition, the Wilkinson Microwave Anisotropy Probe spacecraft’s study of the early Universe and large-scale mapping programs are giving clues into how the Universe’s currently observed structure arose. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of “dark matter” and “dark energy”?; What determines the ultimate fate of the Universe? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

Observing sessions will include use of the 24-inch telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

Format: lectures (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *Enrollment limit: 48 (expected: 48). Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W 2:30-4 T,W

KWITTER (lectures) SOUZA (labs)

ASTR 330 The Nature of the Universe (*Not offered 2008-2009; to be offered 2009-2010*)

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

KWITTER

ASTR 332(S) A Guide to Black Holes and Other Exotic Astronomical Objects

What is a black hole? Are we inside a huge black hole? What are neutron stars and pulsars? The lives of different kinds of stars will be examined, with an emphasis on scenarios of the late phases of stellar evolution. Starting with a general description of stars and their evolution and the physical processes taking place in their centers, this course will discuss the final outcomes of stellar evolution: white dwarfs, neutron stars, and black holes. We will discuss how neutron stars were discovered and later led to the very important discovery of gravitational waves and extra-solar planets. Detailed discussion of the bizarre properties of black holes will concentrate on relativistic effects, methods of observation and finally observational proofs of their existence. Recent astronomical observations with the most powerful telescopes, including the Hubble Space Telescope and Chandra X-ray Observatory, revealed that the Universe contains many more black holes than previously expected and almost every galaxy harbors a super massive black hole at its center. Hypothetical but very interesting possibilities of time travel and quantum effects connected with black holes will be covered. Students will have the opportunity to observe with our 24-inch telescope.

Format: lecture/discussion, three hours per week. Evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam.

No prerequisites. *Enrollment limit: 48 (expected: 48). Closed to first-years and sophomores, and to Physics, Astronomy, and Astrophysics majors.*

Hour: 1:10-2:25 TF

DEMIANSKI

ASTR 336 Science, Pseudoscience, and the Two Cultures (Same as History of Science 336) (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr336.php)

J. PASACHOFF

ASTR 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as History of Science 338 and Leadership Studies 338) (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr338.php)

J. PASACHOFF

COURSES WITH PREREQUISITES

ASTR 111(F) Introduction to Astrophysics (Q)

A survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars, this course is the first in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include radiation laws and stellar spectra, astronomical instrumentation, physical characteristics of the Sun and other stars, star formation and evolution, nucleosynthesis, white dwarfs and planetary nebulae, pulsars and neutron stars, supernovae and black holes. Observing sessions include use of the 24-inch and other telescopes for observations of stars, nebulae, planets and galaxies, as well as daytime observations of the Sun.

Format: lecture/discussion, observing sessions, and five labs per semester. Evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio.

Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and Mathematics 104 or equivalent. *Enrollment limit: 48 (expected: 20).*

Hour: 11:20-12:35 TR

Lab: 1-4 M,R

KWITTER (lectures) SOUZA (labs)

ASTR 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)

A focused investigation of the possibility of life arising elsewhere in our Galaxy, and the chances of our detecting it. In this course, pairs of students will explore the astronomical and biochemical requirements for the development of Earth-like life. We will consider the conditions on other planets within our solar system as well as on newly-discovered planets circling other stars. We will also analyze the famous "Drake Equation," which calculates the expected number of extraterrestrial civilizations, and attempt to evaluate its components. Finally, we will examine current efforts to detect signals from intelligent alien civilizations and contemplate humanity's reactions to a positive detection.

Format: tutorial. Evaluation will be based on the student's papers, responses to the partner's papers, and evidence of growth in understanding over the semester.

Prerequisites: Astronomy 111 or Biology 101-102, Chemistry 101-102, or Geosciences 101 or equivalent science preparation. *Enrollment limit: 10 (expected: 10). Instructor's permission required. Preference given to students who have had Astronomy 111.*

Tutorial meetings to be arranged.

KWITTER

ASTR 211 Astronomical Observing, Image Processing, and Analysis (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/astr/astr211.php)

KWITTER

ASTR 217T Planetary Geology (Same as Geosciences 217T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under GEOS 217 for full description.)

COX

ASTR 219T/419T Observational Cosmology (Not offered 2008-2009) (W)

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

KWITTER

ASTR 402 Between the Stars: The Interstellar Medium (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr402.php)

KWITTER

ASTR 408T The Solar Corona (Not offered 2008-2009) (W)

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

J. PASACHOFF

ASTR 410(S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation pro-

Astronomy, Astrophysics, Biochemistry and Molecular Biology

cesses and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.

Format: lecture/discussion, three hours per week. Evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam.

Prerequisite: Physics 201. *Enrollment limit: 19 (expected: 12).*

Hour: 1:10-2:25 MR

DEMIANSKI

ASTR 412T Solar Physics (Not offered 2008-2009; to be offered 2009-2010) (W)
(www.williams.edu/Registrar/catalog/depts/ast/ast412.php)

J. PASACHOFF

ASTR 493(F)-W31, W31-494(S) Senior Research in Astronomy

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

Prerequisites: permission of the department.

Hour: TBA

Members of the Astronomy Department

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

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

Prerequisites: permission of the department.

Hour: TBA

Members of the Astronomy and Physics Departments

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

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

BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div. III)

Chair, Associate Professor ROBERT SAVAGE (First Semester)

Professor DANIEL LYNCH (Second Semester)

Advisory Committee: Professors: DEWITT, KAPLAN, LOVETT**, D. LYNCH, RAYMOND. Associate Professors: BANTA, SAVAGE*. Assistant Professors: GEHRING, HUTSON, TING.

Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines have provided important insights and advances in the fields of molecular engineering (recombinant DNA technology, "intelligent" drug design, "in vitro evolution"), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

PROGRAM

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for those courses in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program.

BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

BIMO 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Chemistry 321) (Q)

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomem-

Biochemistry and Molecular Biology

branes and membrane transport; and the principles of recombinant DNA technologies. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis and chromatography.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *No enrollment limit (expected: 25).*
Hour: 10:00-10:50 MWF Lab: 1-5 M,T,W KAPLAN

BIMO 322(S) Biochemistry II—Metabolism (Same as Biology 322 and Chemistry 322) (Q)

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways. Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams, an oral presentation, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *No enrollment limit (expected: 36).*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

D. LYNCH

BIMO 401(S) Topics in Biochemistry and Molecular Biology

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

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

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

Hour: 11:20-12:35 TR

DEWITT

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

Required Courses

Biology 101 The Cell

Biology 102 The Organism

Chemistry 151 or 153 or 155 Concepts of Chemistry

Chemistry 156 Organic Chemistry: Introductory Level

Chemistry 251 Organic Chemistry: Intermediate Level

Chemistry 256 Foundations of Physical and Inorganic Chemistry

(Chemistry 256 is not required if Chemistry 155 was taken.)

Biology 202 Genetics

Biochemistry and Molecular Biology 321 Biochemistry I-Structure and Function of Biological Molecules

Biochemistry and Molecular Biology 322 Biochemistry II-Metabolism

Biochemistry and Molecular Biology 401 Topics in Biochemistry and Molecular Biology

Elective Courses

Biology 301 Developmental Biology

Biology 306 Cellular Regulatory Mechanisms

Biology 308 Integrative Plant Biology: Fundamentals and New Frontiers

Biology 310 Neural Development

Biology 315 Microbiology, Diversity, Cellular Physiology, and Interactions

Chemistry/Biology 319 Bioinformatics, Genomics, and Proteomics Laboratory

Biology 409 Molecular Physiology

Biology 413 Molecular Basis of Biological Clocks

Biology 414 Life at Extremes: Molecular Mechanisms

Chemistry 324 Enzyme Kinetics and Reaction Mechanisms

Chemistry 341 Toxicology and Cancer

Chemistry 364 Instrumental Methods of Analysis

Chemistry 366 Physical Chemistry: Thermodynamics

Chemistry 367 Biophysical Chemistry

Colloquium Requirement

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other

Biochemistry and Molecular Biology, BigP, Biology

academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the spring BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

BIOINFORMATICS, GENOMICS, AND PROTEOMICS

Chair, Professor CHARLES M. LOVETT, Jr.

Advisory Committee: Professors: ALTSCHULER, BAILEY, R. DE VEAUX, KAPLAN, LOVETT**, D. LYNCH, RAYMOND. Associate Professors: AALBERTS*, BANTA, SAVAGE*. Senior Lecturer: D. C. SMITH. Assistant Professors: GEHRING, HUTSON, TING.

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the biology, chemistry, computer science, mathematics/statistics, and physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

Core course:

Biology/Chemistry/Computer Science/Mathematics/Physics 319 Bioinformatics, Genomics, and Proteomics Laboratory
Computer Science/Biology 106 Life as an Algorithm

Recommended courses (in addition to the core course):

Biology 202 Genetics
Biology 206T Genomes, Transcriptomes and Proteomes
Biology 305 Evolution
Computer Science 134 Introduction to Computer Science
Computer Science 136 Data Structures and Advanced Programming
Computer Science 256 Algorithm Design and Analysis
Computer Science/INTR/Physics 315 Computational Biology
Statistics 101 or 201 Statistics

Related courses:

Biology 322 Biochemistry II—Metabolism
Chemistry 111 Fighting Disease: The Evolution and Operation of Human Medicine
Chemistry 321 Biochemistry I—Structure and Function of Biological Molecules
Philosophy 334 Philosophy of Biology
Physics 302 Statistical Physics
Statistics 231 Statistical Design of Experiments

BIOLOGY (Div. III)

Chair, Professor STEVEN ZOTTOLI

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

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all subdisciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

MAJOR REQUIREMENTS

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

Biology 101 The Cell
Biology 102 The Organism

Biology 202 Genetics

Any two 300-level courses, each of which must have a laboratory associated with it.

Any one 400-level course other than 493-494.

Any other three courses *or* any other two courses and two semesters of Organic Chemistry.

NOTE: Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level or 400-level course requirements. WIOX 216, *Biology: Evolution*, in the Williams Oxford Program qualifies for major credit.

Distribution Requirement

In order to ensure that majors broaden their knowledge of biology, one of the elective courses for the major must include an upper-level course covering biological processes at levels of organization above the cell. Courses that satisfy this distribution requirement are indicated in the individual course description.

COURSE SELECTION AND PLACEMENT

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking two or more biology courses during several semesters.

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 *Ecology*, Biology 204 *Animal Behavior*, Biology 220 *Field Botany* and Biology 225 *Natural History of the Berkshires* without prerequisite. Other 100-level biology courses are designed specifically for students who do not intend to take additional upper-level courses in biology. All of these courses satisfy the Division III distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

COURSES RELATED TO THE BIOLOGY MAJOR

Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department's graduate school advisor about prerequisites for admission to graduate programs.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology.

BIOINFORMATICS, GENOMICS AND PROTEOMICS

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

NEUROSCIENCE

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

ENVIRONMENTAL STUDIES

Students interested in Environmental Studies (ENVI) should consult the general statement under Environmental Studies.

THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the spring semester of the junior year; approval must be received before spring registration in the junior year.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (each of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry).

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, *subject to the approval of their thesis advisor*, to begin the honors research during winter study junior year or during the second semester junior year. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

STUDY ABROAD

Students planning on majoring in Biology are strongly advised to take Biology 202 before going abroad, since Biology 202 is required for the major and a prerequisite for many upper-level courses; a Genetics course taken

Biology

while studying away cannot substitute for Biology 202. Biology majors studying abroad may receive credit toward the major for at most two 200-level electives; the departmental distribution requirement can be satisfied through an appropriate course taken during study abroad. Students should meet with the Department Chair to discuss study abroad options.

CREDIT FOR COURSES AT OTHER INSTITUTIONS

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

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

BIOL 101(F) The Cell

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

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

No prerequisites. *No enrollment limit (expected: 2 sections of 90).*

Hour: 11:00-11:50 MWF, 9:55-11:10, TR Lab: 1-4 M,T,W,R

HUTSON, LYNCH

BIOL 102(S) The Organism

This course uses an evolutionary approach to introduce organismal biology. The course stresses interrelatedness of different levels of biological organization from the cell to the organism. Topics include the cell cycle, animal and plant development, evolutionary mechanisms, speciation, and biodiversity. Examples are drawn from a broad range of animal, fungal, and plant groups. In addition to textbook assignments, articles from recent biological literature are assigned and discussed.

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

Prerequisites: Biology 101. *No enrollment limit (expected: 2 sections of 90).*

Hour: 11:00-11:50 MWF, 9:55-11:10 TR Lab: 1-4 M,T,W,R

H. WILLIAMS, TING

BIOL 134(F) The Tropics: Biology and Social Issues (Same as Environmental Studies 134) (D)

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 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.*

This course fulfills the EDI requirement. Through lectures, debates and readings, students confront social issues in the tropics from the perspective of biologist. This builds a framework for life long exploration of human diversity.

Hour: 10:00-10:50 MWF

D. C. SMITH

BIOL 202(F) Genetics (Q)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current 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 and DNA restriction mapping.

Format: lecture/laboratory, six hours per week. Evaluation will be based on biweekly problem sets, weekly laboratory exercises and laboratory reports, and three examinations; 90% of the final grade is determined by performance on written exercises and exams.

Prerequisites: Biology 101 and 102. *No enrollment limit (expected: 85).*

Hour: 11:00-11:50 MWF

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

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).

Biology

Format: lecture/laboratory, six hours per week. Evaluation will be based on problem sets, lab reports, hour exams, and a final exam.

Prerequisites: Biology 101 and 102, or Environmental Studies 101 or 102, or permission of instructor. *No enrollment limit (expected: 35).*

Required course in the Environmental Studies Program. Satisfies distribution requirement in major.

Hour: 9:00-9:50 MWF Lab: 1-4 T,W J. EDWARDS

BIOL 204 Animal Behavior (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/biol/biol204.php)

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. *Enrollment limit: 32 (expected: 32). Preference to sophomores and juniors. Satisfies distribution requirement in major.*

Hour: 11:00-11:50 MWF Lab: 1-4 T,W ZOTTOLI

BIOL 206T(S) Genomes, Transcriptomes, and Proteomes (W)

This tutorial course, intended for sophomores, explores recent discoveries made possible by analyzing and comparing organisms' full DNA sequences. From evolution to cancer treatment, genome-wide experiments have enhanced our understanding of biology. Initially in the course, we consider experimental approaches and tools used to obtain and analyze DNA sequences. Subsequently, we will examine recent research findings that explore (i) comparative genomic analyses, (ii) genome-wide changes in expression and mRNA levels (transcriptomes), and (iii) analysis of proteomes and protein-protein interactions.

The class meets twice per week, once as a full group and once as a tutorial meeting between two students and the instructor. Every other week at this tutorial meeting, students present a written and oral critical analysis of the assigned research articles. Students not making a presentation question and critique the work of their colleague.

Format: discussion 75 minutes a week, tutorial meeting 1 hour a week. Evaluation is based on five tutorial papers of four pages each, five critiques, tutorial presentations, and general participation.

Prerequisite: Biology 202. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Tutorial meetings to be arranged and 11:00-12:15 F RAYMOND

BIOL 208T The Search for Life's Beginnings (*Not offered 2008-2009; to be offered 2009-2010*)

(W)

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

DEWITT

BIOL 209T(F) Animal Communication (W)

Animal communication systems come in as many varieties as the species that use them. What they have in common is a sender, who encodes information into a physical signal, and a receiver, who senses the signal, extracts the information, and adjusts subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, the "piracy" of signaling system by fireflies, statements of identity, allegiance and affiliation in the form of toothed whales' signature whistles, and long-distance chemical attractants that allow male moths to find the object of their desire.

Format: tutorial. Evaluation will be based on five 5-page papers, tutorial presentations, and the student's effectiveness as a critic.

Prerequisites: Biology 101 and Biology 212/Psychology 212/Neuroscience 201. *Enrollment limit: 10 (expected: 10). Open to sophomores, juniors, and seniors, with preference to senior Neuroscience concentrators who need a Biology elective to complete the concentration.*

Satisfies the distributional requirement for the Biology major.

Tutorial meetings 8:30-9:45 TR and at other hours to be arranged.

H. WILLIAMS

BIOL 210T Evo-Devo: The Evolution of Animal Design (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/biol/biol210.php)

SAVAGE

BIOL 211 Invertebrate Paleobiology (Same as Geosciences 212) (*Not offered 2008-2009; to be offered 2010-2011*)

(See under GEOS 212 for full description.)

Prerequisites: Biology 101, 102, or 203, or any 100-level Geosciences course.

M. JOHNSON

BIOL 212(F) Neuroscience (Same as Neuroscience 201 and Psychology 212)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

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

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 120 (expected: 60). Preference given to Biology and Psychology majors. Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR Lab: 1-4 M,T,W N. SANDSTROM and ZOTTOLI

Biology

BIOL 218T(S) DNA, Life, and Everything (W)

Since the molecular biology revolution of the 1960s, a view of biology has developed which regards living organisms as predictable products of their encoded DNA programs. A motto for this philosophy and scientific approach could be "To know my DNA is to know me." In this tutorial we'll examine the power and the limitations of DNA analysis and manipulation for understanding life. Students will read and discuss scientific articles that deal with creating artificial life (the field of synthetic biology), environmental DNA sampling (to deduce community structure; to discover new, uncultured species), human genome diversity surveys (to discover the basis for human phenotypic variation and human evolutionary history), comparative genomics to address evolutionary questions (ex., chimps compared to humans), reproductive cloning by nuclear transfer, and the genetic and non-genetic nature of stem cells.

Evaluation will be based on 5 papers (4-5 pages each) and on in-class performance as a presenter or challenger.

Prerequisite: Biology 202. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Tutorial meetings to be arranged.

ALTSCHULER

BIOL 220(S) Field Botany and Plant Natural History (Same as Environmental Studies 220)

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the sudden appearance and explosive speciation of the flowering plants, and characteristics of our native plant families and species. The labs cover field identification, natural history, and ecology of local species.

No prerequisites. *Enrollment limit: 40 (expected: 25). Preference given to seniors, Biology majors, and Environmental Studies concentrators.*

Satisfies distribution requirement in major.

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

J. EDWARDS

BIOL 225 Natural History of the Berkshires (Same as Environmental Studies 225 and INTR 225)

(Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/biol/biol225.php)

ART

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

(See under MAST 311 for full description.)

Prerequisites: Biology 101 and 102 or permission of instructor.

CARLTON

BIOL 235T Biological Modeling with Differential Equations (Same as Environmental Studies 235T

and Mathematics 335T) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(See under MATH 335 for full description.)

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof.

S. JOHNSON

BIOL 301 Developmental Biology (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/biol/biol301.php)

SAVAGE

BIOL 302(F) Communities and Ecosystems (Same as Environmental Studies 312) (Q)

An advanced ecology course that examines how organisms interact with each other and with abiotic factors. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology and ecosystem ecology. Lectures and workshops explore how communities and ecosystems are defined, and how theoretical, comparative, and experimental approaches are used to elucidate their structure and function. Field laboratories emphasize hypothesis-oriented experiments; field trips introduce the diversity of natural communities and ecosystems in New England.

Format: lecture/laboratory, six hours a week. Evaluation will be based on lab reports, a term project with presentation, a midterm exam, a midterm paper, and a final exam.

Prerequisites: Biology/Environmental Studies 203 or 220. *Enrollment limit: 28 (expected: 24). Preference given to Biology majors and Environmental Studies concentrators.*

Hour: 9:55-11:10 TR

Lab: 1-4 T

MORALES

BIOL 303 Sensory Biology (Not offered 2008-2009; to be offered 2009-2010)

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

H. WILLIAMS

BIOL 304 Neurobiology (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/biol/biol304.php)

ZOTTOLI

BIOL 305(S) Evolution (Q)

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

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on written assignments (70%, including an independent research project), problem sets (10%), and participation in discussions (20%).

Prerequisites: Biology 202. *Enrollment limit: 24 (expected: 24). Preference given to Biology majors.*

Satisfies distribution requirement in major.

Hour: 10:00-10:50 MWF

Lab: 1-4 M,W

D. C. SMITH

BIOL 306(S) Cellular Regulatory Mechanisms

This course explores the regulation of cellular function and gene expression from a perspective that integrates current paradigms in molecular genetics, signal transduction, and genomics. Topics include: transcriptional and post-transcriptional control, chromatin regulation of gene silencing and imprinting, chromosome instability, prions and other self-perpetuating protein conformations, protein degradation, and organellar and cytoskeletal dynamics.

Biology

A central feature of the course will be discussion of articles from the primary literature. The laboratory will consist of a semester-long research project that integrates recombinant DNA techniques with genomic tools to investigate unanswered questions in eukaryotic cell biology using yeast as a model organism.

Format: lecture/discussion/laboratory. Evaluation will be based on three tests, in-class discussion of papers, the laboratory notebook, an independent research project, and a research paper.

Prerequisites: Biology 202. *Enrollment limit: 24 (expected: 22). Preference given to Biology majors.*

Hour: 11:20-12:35 TR

Lab: 1-4 M,W

KOEGEL

BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/biol/biol308.php)

TING

BIOL 310(S) Neural 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.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on exams, class participation and lab reports.

Prerequisites: Biology 212/Neuroscience 201. *Enrollment limit: 24 (expected: 12). Preference given to Biology majors and Neuroscience concentrators.*

Hour: 9:55-11:10 TR

Lab: 1-4 W,R

HUTSON

BIOL 313(F) Immunology

The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Textbook readings will be supplemented with current literature. Format: lectures, three hours a week; laboratory, three hours a week. Evaluation will be based on exams, laboratory reports, and a research paper.

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

Hour: 9:55-11:10 TR

Lab: 1-4 T,W

KOEGEL

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

Bioterrorism and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe:host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. In the lab, major projects will focus on horizontal gene transfer, metagenomics, and the isolation and characterization of bacteria from natural environments. Students will also use flow cytometry to investigate fundamental aspects of the mammalian immune system. The lab experience will culminate in multi-week independent investigations. Readings will be supplemented by articles from the primary literature.

Evaluation will be based on three exams, a lab report, and a poster presentation or term paper.

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

Hour: 9:00-9:50 MWF

Lab: 1-4 T,R

BANTA

BIOL 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Chemistry 319, Computer Science 319, Mathematics 319 and Physics 319) (Q)

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and recombinant DNA techniques to reconstruct the evolution of the RAS gene family by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high throughput approaches to investigate genes involved in various signal transduction pathways, students will identify pathways that are aberrantly activated in mammalian cell lines carrying a mutant, constantly active Ras protein. This functional genomic strategy will be coupled with microscopic examination of tissue sections from a variety of human colon tumors, using phosphorylation-state specific antisera, to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches to identify specific amino acids involved in protein-protein contacts. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in normal colon and colon tumor tissue.

Format: lab, with one-hour of lecture per week. Evaluation will be based on lab participation and several short

Biology

papers/lab reports.

Prerequisites: Biology 202, or Biology 101/AP Biology and Computer Science 315 or Physics 315 or Computer Science 106, or permission of instructor. *Enrollment: 12 (expected: 12). Preference given to seniors, then juniors/sophomores.*

Hour: 12:25-1:50 W

Lab: 2-4 W and 1-4 R

BANTA

BIOL 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biochemistry and Molecular Biology 321 and Chemistry 321) (Q)

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes and membrane transport; and the principles of recombinant DNA technologies. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis and chromatography.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W

KAPLAN

BIOL 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Chemistry 322) (Q)

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

D. LYNCH

BIOL 402T Topics in Ecology: Biological Resources (Same as Environmental Studies 404T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/biol/biol402.php)

ART

BIOL 409 Molecular Physiology (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/biol/biol409.php)

SWOAP

BIOL 413(F) Molecular Basis of Biological Clocks

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

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

Prerequisites: Biology 202. *Enrollment limit: 2 sections of 12 per section (expected: 12). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

Hour: 9:55-11:10 TR, 8:30-9:45 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: 12. Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

Hour: 11:20-12:35 TR

TING

BIOL 416(S) Epigenetics

After decades of studies emphasizing the role of DNA in heredity, scientists are now turning their attention from genetics to a variety of heritable phenomena that fall under the heading of epigenetics, heritable changes that do not result from an alteration in DNA sequence. Research reveals that stable changes in cell function can result from, for example, stable changes in protein conformation, protein modification, DNA methylation, or the location of a molecule within the cell. Using readings from the primary literature, we will explore the epigenetic nature and molecular mechanisms underlying a diverse array of phenomena such as prion propagation, genetic imprinting, dosage compensation, transvection, centromere formation, synapse function, and programmed genome rearrangements. The significance of epigenetic processes for development, evolution, and human health will be discussed.

Format: discussion, three hours per week. Evaluation will be based on class participation and several short papers. Prerequisites: Biology 202. *Enrollment limit: 12 (expected: 12). Open to sophomores, juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course, then to juniors.* Hour: 8:30-9:45 TR ALTSCHULER

BIOL 418(S) Viral Pathogenesis and the Immune Response

Viruses have an absolute requirement for a host in order to replicate. Whether that replication process causes disease in the host is a secondary byproduct of the ultimate goal of reproduction. Pathogenesis can be caused by the virus directly, or as a result of the host immune response. This course will focus on the molecular and cellular interactions between eukaryotic viruses and their hosts and how that interaction causes disease. With a primary focus on human pathogens, we will examine how viruses evade and modulate the immune response and the challenges that creates for the development of anti-viral treatments and vaccines.

Format: discussion, three hours per week. Evaluation will be based on class participation and several short papers. Prerequisites: Biology 202. *Enrollment limit: Two sections of 12 (expected: 12 per section). 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 ROSEMAN

BIOL 420 Evolutionary Genetics (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/biol/biol420.php)

WILDER

BIOL 424T Conservation Biology (Same as Environmental Studies 424T) (Not offered 2008-2009; to be offered 2009-2010) (W)

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

J. EDWARDS

BIOL 425T(S) Coevolution (W)

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

Format: tutorial. Evaluation will be based on five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic.

Prerequisites: Biology 203 or 302 or 305 or Environmental Studies 203 or permission of instructor. *Enrollment limit: 10 (expected: 10). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

Tutorial meetings to be arranged

MORALES

RESEARCH AND THESIS COURSES

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

NOTE: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major. Only one research course (i.e., BIOL 297, BIOL 298, BIOL 493, or BIOL 494) may be counted towards the major requirements.

BIOL 297(F), 298(S) Independent Study

Each student carries out independent field or laboratory research under the supervision of a member of the department.

BIOL 493(FS)-494(FS)-W31 Senior Thesis

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year.

Hour: 1:10-2:30 F

Staff

CHEMISTRY (Div. III)

Chair, Professor ENRIQUE PEACOCK-LÓPEZ

Professors: KAPLAN, LOVETT**, L. PARK**, PEACOCK-LÓPEZ, RICHARDSON**, THOMAN.
Associate Professors: BINGEMANN, T. SMITH. Assistant Professors: GEHRING, C. GOH, S. GOH.
Professor Emeritus: R. CHANG. Senior Lecturer: SKINNER***. 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. The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, materials science, medicine, and the medical sciences.

A major in chemistry can be achieved in several ways, preferably beginning in the student's first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with his or her background in other sciences, interests, and goals. A student's program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

All students begin their study in the department with either Chemistry 151, 153, or 155. Placement at the introductory level is based upon performance on the departmental placement test results and consultation with the chair; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account. The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 (or 255) and Chemistry 256 (those students who complete 155 are exempted from 256). Completion of a Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101; Computer Science 134; Mathematics 103, 104, 105, 106; Physics 131, 141; or any courses in these departments for which the approved courses are prerequisites. Starting at the 300 level, at least three of the courses taken must have a laboratory component, and at least one must be selected from Chemistry 361, 366, 364, or 367. (The specific course elected, in consultation with the chair or major advisor, will depend on the student's future plans.) In addition, the department has a number of "Independent Research Courses" which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

Required Courses

First Year:

Fall: 151, 153 or 155 Introductory Chemistry
Spring: 156 Organic Chemistry: Introductory Level

Second Year:

Fall: 251 (or 255) Organic Chemistry: Intermediate Level
Spring: 256 Foundations of Physical and Inorganic Chemistry

Elective Courses

319 Integrative Bioinformatics, Genomics, and Proteomics Lab
321 Biochemistry I-Structure and Function of Biological Molecules
322 Biochemistry II-Metabolism
324 Enzyme Kinetics and Reaction Mechanisms
332 Materials Science: The Chemistry and Physics of Materials
335 Inorganic/Organometallic Chemistry
336 Materials Chemistry
341 Toxicology and Cancer
342 Synthetic Organic Chemistry
344 Physical Organic Chemistry
361 Physical Chemistry: Structure and Dynamics
364 Instrumental Methods of Analysis
366 Physical Chemistry: Thermodynamics
367 Biophysical Chemistry
368T Quantum Chemistry and Molecular Spectroscopy

Independent Research Courses

393-W31-394 Junior Research and Thesis
397, 398 Independent Study, for Juniors
493-W31-494 Senior Research and Thesis
497, 498 Independent Study, for Seniors

For the purpose of assisting students in selecting a program consistent with their interests and possible continuation of their studies at the graduate level, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

Chemistry

Biochemistry: Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 341, Chemistry 364, Chemistry 367. Students interested in biochemistry should consult with Professors Gehring, Kaplan, or Lovett.

Organic Chemistry: Chemistry 341, Chemistry 342, Chemistry 344, Chemistry 364, Chemistry 361, Chemistry 366. Students interested in organic chemistry should consult with Professors S. Goh, Richardson, or Smith.

Physical and Inorganic Chemistry: Chemistry 335, Chemistry 336, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in physical chemistry should consult with Professors Bingemann, Peacock-López, or Thoman. Students interested in inorganic chemistry should consult with Professor C. Goh or Park. Students interested in materials science should consult with Professors C. Goh or Park.

While any accepted route through the major would permit a student to proceed to graduate study in chemistry, four electives should be considered a minimum, and at least a semester of research is strongly recommended.

The department is accredited by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area: 151 (153 or 155), 156, 251 (255), 256, 335, 361, 364, 366, 493-494; and at least two courses from 321, 322, 342, 344, 368T, BIMO 401.

Students completing these courses are designated Certified A.C.S. Majors.

BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIMO)

Students interested in Biochemistry and Molecular Biology should consult with the general statement under the Biochemistry and Molecular Biology Program (BIMO) in the Courses of Instruction. Students interested in completing the BIMO program are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, and 367 in addition to the first and second year required courses.

BIOINFORMATICS, GENOMICS, AND PROTEOMICS (BiGP)

Students interested in Bioinformatics, Genomics, and Proteomics should consult the general statement under Bioinformatics, Genomics, and Proteomics in the Courses of Instruction. Students interested in these areas are also encouraged to complete the biochemistry courses within the chemistry major by taking 319, 321, 322, 324 and 367 in addition to the first and second year required courses.

MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science program offered jointly with the Physics Department, and should consult that listing.

THE DEGREE WITH HONORS IN CHEMISTRY

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major outlined above:

Chemistry 493-W31-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have at least a B-average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original results, combined with a strong record in all of his or her chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

EXCHANGE AND TRANSFER STUDENTS

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

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

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

STUDY ABROAD

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

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

CHEM 111 Fighting Disease: The Evolution and Operation of Human Medicines (*Not offered 2008-2009; to be offered 2009-2010*)

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

Chemistry

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/chem/chem113.php)

CHEM 115(S) AIDS: The Disease and Search for a Cure

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now nearly three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 33 million HIV-infected persons worldwide.

After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We look at how HIV-1 interacts with the human immune system and discuss both old and new methods of vaccine development as well as the prospects for making an effective AIDS vaccine.

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences. Format: lecture, three hours per week. Evaluation will be based on problem sets, a midterm, quizzes, a final exam, and a paper/discussion.

No prerequisites. *No enrollment limit (expected: 50).*

Hour: 11:00-12:15 MWF

GEHRING

CHEM 262T Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Anthropology 262T) (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(www.williams.edu/Registrar/catalog/depts/chem/chem262.php)

INTRODUCTORY- AND INTERMEDIATE-LEVEL COURSES

CHEM 151(F) Concepts of Chemistry (Q)

This course provides a general introduction to chemistry for those students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. In addition to presenting an overview of chemical concepts, the course provides the foundation for the further study of organic chemistry, physical chemistry, and biochemistry, and it gives special attention to the principles of qualitative and quantitative analysis.

The principal topics include chemical bonding, molecular structure, stoichiometry, chemical equilibrium, acid-base reactions, oxidation-reduction reactions, solubility equilibria, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, quizzes, one hour test, and a final exam.

Prerequisites: basic proficiency in mathematics as demonstrated in the diagnostic test administered to all first-year students at the beginning of the academic year. In lieu of that, Chemistry 151 may be taken concurrently with Mathematics 100/101/102—see under Mathematics. Chemistry 151 or its equivalent is prerequisite to Chemistry 156. Those students with a strong background in chemistry from high school are encouraged to consider Chemistry 153 or 155. *No enrollment limit (expected: 100).*

Hour: 9:00-9:50 MWF Lab: 1-5 M,T,W,R; 8 a.m.-12 T; 7-11 p.m. M

THOMAN

CHEM 153(F) Concepts of Chemistry: Advanced Section (Q)

This course parallels Chemistry 151 and provides a foundation in chemistry for those students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. It is designed for those students with sound preparation in secondary school chemistry and to provide the foundation for further study of organic (Chemistry 156) or physical/inorganic (Chemistry 256) chemistry. Principal topics include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies.

Laboratory work includes synthesis, characterization (using instrumental methods such as spectroscopic techniques), and molecular modeling.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of instructor are required. *No enrollment limit (expected: 20).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T

GEHRING

CHEM 155(F) Current Topics in Chemistry (Q)

This course provides a foundation in chemistry for those students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. This course is designed for those students with strong preparation in secondary school chemistry and will focus on topics in physical and inorganic chemistry and their practical applications, providing a foundation for advanced study in these areas. Topics 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.

Chemistry

Prerequisites: placement exam administered during First Days and permission of instructor. *No enrollment limit (expected: 20).*

Hour: 8:00-8:50 MWF

Lab: 1-5 W,R

BINGEMANN

CHEM 156(S) Organic Chemistry: Introductory Level (Q)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam.

Prerequisites: Chemistry 151 or 153 or 155 or placement exam or permission of instructor. *No enrollment limit (expected: 120).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R; 8 a.m.-12 T; 7-11 p.m. M

S. GOH

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 midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam.

Prerequisites: Chemistry 156 or permission of instructor. *No enrollment limit (expected: 100).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R; 8 a.m.-12 T

T. SMITH

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

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

The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for helping to plan the course of their laboratory work based upon discussions with the instructor about the previous week's experimental results. Students are drawn from Chemistry 156 with placement based upon student selection and nomination by the Chemistry 156 instructor. Participants attend their regular Chemistry 251 lecture but attend the special laboratory section instead of a Chemistry 251 laboratory section.

Format: lecture, three hours per week; laboratory, four hours per week; weekly one-hour discussion. Evaluation will be based on the requirements for the Chemistry 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions.

Enrollment limit: 12 (expected: 12). Preference given to sophomores. Permission of instructor is required.

This course was developed under a grant from the Ford Foundation.

Hour: 10:00-10:50 MWF

Lab: 1-5 R

SKINNER

CHEM 256(S) Foundations of Physical and Inorganic Chemistry

This course treats topics in physical and inorganic chemistry, building on the themes of structure, bonding, and reactivity established in organic chemistry. As the final course in our introductory curriculum, Chemistry 256 completes the foundation required for the study of chemistry at the advanced level. Topics include chemical thermodynamics, kinetics, nuclear chemistry, electrochemistry, structure and bonding, and coordination chemistry. Laboratory work includes the synthesis, characterization, and reactivity studies of coordination complexes, kinetic, electrochemical, spectroscopic analysis, and nuclear chemistry.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on homework assignments, laboratory work, hour tests, and a final exam.

Prerequisites: Chemistry 251/255, or permission of instructor. *No enrollment limit (expected: 50).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R; 8 a.m.-12 T

BINGEMANN

UPPER-LEVEL COURSES

CHEM 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Computer Science 319, Mathematics 319 and Physics 319) (Q)

(See under BIOL 319 for full description.)

BANTA

CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biochemistry and Molecular Biology 321 and Biology 321) (Q)

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to

Chemistry

determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W

KAPLAN

CHEM 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Biology 322) (Q)

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams, a paper, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *No enrollment limit. Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

D. LYNCH

CHEM 324(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-dependence of catalysis, and methods for measuring rate constants. As the course progresses, the concepts of mechanism and its elucidation is applied to specific enzymatic processes as we discuss reaction intermediates and stereochemistry of enzymatic reactions. Our discussions of modern methods include the use of altered reactants, including mechanism-based inactivators and genetically modified enzymes as tools for probing enzymatic reactions.

Format: lecture, three hours per week. Evaluation will be based on problem sets, quizzes, a midterm exam, a paper, and a final exam.

Prerequisites: Chemistry/Biology/BIMO 321 or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 9:55-11:10 TR

GEHRING

CHEM 332 Materials Science: The Chemistry and Physics of Materials (Same as Physics 332) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/chem/chem332.php)

CHEM 335(F) Inorganic/Organometallic Chemistry

This course addresses fundamental issues in chemistry of transition metals and main group elements that are relevant to a variety of important areas, including applications in organic synthetic transformations, medicine, and industrial and biological catalysis. The course introduces symmetry and group theory concepts, and applies them in a systematic approach to the study of structure, bonding, and spectroscopy of coordination and inorganic compounds. The course also covers selected inorganic and organometallic reactions and their mechanisms and bioinorganic chemistry. Primary literature and review articles are used to discuss recent developments and applications in the field. The course is supported by a laboratory which involves experiments closely tied to lectures, and introduces techniques for handling air-sensitive materials and research into catalysts.

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 and participation.

Prerequisites: Chemistry 155 or 256 and 251/255. *No enrollment limit (expected: 10).*

Hour: 11:00-11:50 MWF

Lab: 1-5 M

C. GOH

CHEM 336(S) Materials Chemistry

Materials Science is a very broad term which describes the study of bulk physical properties of substances, such as hardness, electrical conductivity, optical properties, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties and molecular structure. Many areas of chemistry are grouped under the heading of materials chemistry including polymer chemistry, solid state chemistry, liquid crystals, conducting polymers, superconductors, and buckyballs. Materials science holds the promise for the design of new technologies and devices; in this course, we examine some of the latest developments in materials chemistry, as well as some potential applications of emerging technologies.

Format: lecture, three hours per week. Evaluation is based on problem sets, reviews of research articles, hour ex-

ams, and a final exam.

Prerequisites: Chemistry 251/255. *No enrollment limit (expected: 15).*

Hour: 10:00-10:50 MWF

L. PARK

CHEM 341 Toxicology and Cancer (Same as Environmental Studies 341) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/chem/chem341.php)

RICHARDSON

CHEM 342(S) Synthetic Organic Chemistry (W)

The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, midterm exams, laboratory work, a final project, and class participation.

Prerequisites: Chemistry 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *Enrollment limit: 19 (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-5 M

T. SMITH

CHEM 344(F) Physical Organic Chemistry

This course extends the background derived from previous courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. Solvolysis reactions, pericyclic reactions, and molecular and cationic rearrangements are treated in detail.

Format: lecture/laboratory. Evaluation will be based on problem sets, midterm exams, class participation, laboratory work, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255. *No enrollment limit (expected: 15).*

Hour: 8:30-9:45 TR

Lab: 1-5 T,W

S. GOH

CHEM 361(F) Physical Chemistry: Structure and Dynamics

This course integrates a number of physical chemistry topics. An introduction to quantum mechanics provides students with the basis for understanding molecular structure. Statistical mechanics is then used to demonstrate the formal and quantitative link between the properties of single molecules and the thermodynamic and kinetic behavior of macroscopic collections of molecules. Rate laws, molecular dynamics, and transport properties are discussed. Applications of these principles are chosen from a variety of areas, including polymer chemistry, biochemistry, photochemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, two exams, and an independent project.

Prerequisites: Chemistry 155 or 256. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

Lab: 1-5 T

PEACOCK-LÓPEZ

CHEM 364(S) Instrumental Methods of Analysis (Same as Environmental Studies 364) (W)

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Experimental methods, including absorption and emission spectroscopy in the x-ray, ultraviolet, visible, infrared, microwave, and radio frequency regions, chromatography, electrochemistry, mass spectrometry, magnetic resonance, and thermal methods are discussed, with examples drawn from the current literature. The analytical chemical techniques developed in this course are useful in a wide variety of scientific areas. The course also covers new developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, an independent project and participation.

Prerequisites: Chemistry 155 or 256 and 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *Enrollment limit: 19 (expected: 15).*

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

Hour: 8:30-9:45 TR

Lab: 1-5 T

C. GOH

CHEM 366(S) Physical Chemistry: Thermodynamics

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature (and absolute zero), heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, and an independent project.

Prerequisites: Chemistry 155 or 256, a basic knowledge of applied integral and differential calculus such as pro-

Chemistry

vided by Mathematics 104, 105, and some basic mechanics such as provided by Physics 131 or 141. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

Lab: 1-5 T

PEACOCK-LÓPEZ

CHEM 367(S) Biophysical Chemistry

This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are presented from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function including spectroscopic, hydrodynamic, electrophoretic, and chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets and/or quizzes, laboratory work, two hour tests, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255, and Mathematics 104 or equivalent. *No enrollment limit (expected: 12).*

Hour: 8:30-9:45 TR

Lab: 1-5 T,R

KAPLAN

CHEM 368T Quantum Chemistry and Molecular Spectroscopy (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/chem/chem368.php)

RESEARCH AND THESIS COURSES

CHEM 393(F), 394(S) Junior Research and Thesis

CHEM 493(F)-W31-494(S) Senior Research and Thesis

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis. Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

CHEM 397(F), 398(S) Independent Study, for Juniors

CHEM 497(F), 498(S) Independent Study, for Seniors

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

CLASSICS (Div. I)

Chair, Professor KERRY CHRISTENSEN

Professors: CHRISTENSEN, HOPPIN. Assistant Professors: DEKEL*, WILCOX. Visiting Assistant Professor: LOVELL.

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives: 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 one of Classics 222, 223, or 323; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments. (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy.

A number of courses from other departments are cross-listed with Classics and so when offered may be elected for the major, including ArtH 213 *Greek Art and Myth*, Philosophy 221 *Greek Philosophy* and 330 *Plato*, and Religion 210 *Reading Jesus, Writing Gospels*. Appropriate courses that are not cross-listed may also count toward the major with the approval of the Chair of Classics. Examples of such courses, which vary from year to year, are

Art History 105 *Picturing God in the Middle Ages*, History 225 *The Middle Ages*, Religion/Jewish Studies 201 *The Hebrew Bible*, Religion 212 *The Development of Christianity*, and Political Science 231 *Ancient Political Theory*.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally present a thesis or pursue appropriate independent study in the fall and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The numbering of the 400-level courses partially reflects the order in which they are offered over a two-year period for Greek and a three-year period for Latin. It also indicates a good order in which to take the 400-level courses but not an essential order, and individual students may enter the sequence at any point. While not every student will take every course, the rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of the translation courses do not assume prior experience in Classics or a cross-listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. So that students may learn more about all these opportunities, as well as how best to prepare for them, the department holds open meetings twice each year. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful internet sites.

CLASSICAL CIVILIZATION

CLAS 101(F) The Trojan War (Same as Comparative Literature 107)

"The Trojan War" may or may not have taken place near the end of the Bronze Age (c. 1100), but it certainly provided poets, visual artists, historians, philosophers, and many others in archaic and classical Greece (750-320) with a rich discourse in which to engage questions about gender, exchange, desire, loss, and remembrance, and about friendship, marriage, family, army, city-state and religious cult. This discourse of "The Trojan War" attained a remarkable coherence yet also thrived on substantial variations and changes over the 300-400 years of Greek literature we will explore, a dynamic of change and continuity that has persisted through the more than two millennia of subsequent Greek, Roman, Western, and non-Western participation in this discourse. More than half the course will be devoted to the Homeric *Iliad* and *Odyssey*, after which we will read brief selections from lyric poetry (e.g. Sappho of Lesbos) and then several tragedies (e.g., Aeschylus' *Oresteia*, Sophocles' *Ajax*, and Euripides' *Trojan Women*). Depending on time and on the particular interests of the class, we may briefly consider a few short selections from other ancient Greek and Roman authors and/or one or two modern poets. We will also watch several films, e.g., *Troy*, *Oh Brother, Where Art Thou?*, *Gods and Monsters*, *Fight Club*, *In the Bedroom*, *Grand Illusion*, *Zorba the Greek*.

Format: discussion with short lectures. Evaluation will be based on a series of short papers involving close textual analysis, two 5-page papers, and contributions to class discussion.

No prerequisites. *Enrollment limit:* 50 (*expected:* 50). *Preference given to first-year students and sophomores, and to majors in Classics and Comparative Literature. Not open to students who have taken CLAS 101/COMP 107, Greek Literature, or CLAS 224/WGST 224/COMP 244, Helen, Desire and Language.*

Hour: 2:35-3:50 MR

HOPPIN

CLAS 102(S) Roman Literature: Foundations and Empire (Same as Comparative Literature 108)

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman

Classics

preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

Format: discussion/lecture. Evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion.

No prerequisites. *Enrollment limit: 25 (expected: 15). Preference will be given to first-year students and sophomores and to majors in Classics and Comparative Literature.*

Hour: 1:10-2:25 TF

WILCOX

CLAS 105(F) The Ancient Novel (Same as Comparative Literature 113)

The "rise of the novel" is often linked to the Industrial Revolution, but a number of fictional prose narratives most aptly described as novels were composed and widely read under the Roman empire. While the Roman novels of Petronius (*Satyricon* or *Satyricon*) and Apuleius (*Metamorphoses*, or *The Golden Ass*) are better known today, Greek romances recounting the tribulations of unfortunate young lovers, such as Longus' *Daphnis and Chloe* and *An Ethiopian Story* by Heliodorus, enjoyed enormous popular success in their own time. In this course we will read a good number (seven or so) of the ancient novels that are extant today. To situate these works in their original cultural context, we will consider the historical evidence for their production, circulation, and readership. We will also study these works as precursors of the modern novel, examining, for example, their concern or disregard for realism, and their treatment of the grotesque, miraculous, and fantastic. We will give equal attention to the relationship these novels bear to other ancient genres, such as satire, pastoral, epic, and "Lives," including those of saints.

Format: discussion, with occasional short lectures. Evaluation will be based on contributions to class, a midterm, several short papers and one longer, final paper.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference will be given to majors and prospective majors in Classics and Comparative Literature, and to sophomores and first-years.*

Hour: 11:20-12:35 TR

WILCOX

CLAS 205 Ancient Wisdom Literature (Same as Comparative Literature 217, Jewish Studies 205 and Religion 205) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 205 for full description.)

DEKEL

CLAS 208(S) Ancient Greek Religion (Same as Religion 208)

This course will explore the nature and evolution of ancient Greek religion from the Bronze Age (1200s BCE) to the rise of Christianity, with a special focus on ritual and cultic practices in their cultural and historical context. We will draw on the rich evidence provided by literary and documentary texts, and also take into account archaeological evidence, including works of art such as sculpture and vase painting. We will pay special attention to the role of ritual in civic and political life, and its role in expressing and forming individual and group identity. We will also examine the intersection of religion and literature by reading works that describe or depict cultic practice, or that were composed for performance in ritual contexts.

Format: lecture/discussion. Evaluation will be based on several short papers, a midterm, a final research paper, and class participation.

No prerequisites. *Enrollment limit: 25 (expected: 15). If the course is overenrolled, preference will be given to majors in Classics and Religion.*

Hour: 11:20-12:35 TR

LOVELL

CLAS 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Religion 210) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under REL 210 for full description.)

BUELL

CLAS 213(F) Greek Art and Myth (Same as Arth 213)

(See under ARTH 213 for full description.)

MCGOWAN

CLAS 221 Greek Philosophy (Same as Philosophy 221) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under PHIL 221 for full description.)

CLAS 222 Greek History (Same as History 222) (Not offered 2008-2009; to be offered 2009-2010)

(See under HIST 222 for full description.)

CHRISTENSEN

CLAS 223(F) Roman History (Same as History 223)

(See under HIST 223 for full description.)

CHRISTENSEN

CLAS 224 Helen, Desire and Language (Same as Comparative Literature 244 and Women's and Gender Studies 224) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/clas/clas224.php)

HOPPIN

CLAS 239(S) The Construction of Gender in Ancient Greece and Rome (Same as History 322 and Women's and Gender Studies 239)

The inferior political status and heavily circumscribed lives of women in ancient Greek and Roman societies have received extensive study in recent decades. Yet it is nearly impossible to understand women's lives without also studying the often stringent cultural norms that governed men's lives as well. This course seeks to understand these aspects of Greek and Roman societies over time as expectations for the behaviors, priorities, and activities of

Classics

both women and men evolved. While the impact of these gendered expectations on the lives of men and women often varied considerably in kind and degree, their interplay was at the same time often intricate, and many that constructed women's lives could only be articulated with reference to corresponding expectations for men. Others emerged only during times of crisis and could even involve a reversal of the usual roles of men and women. Some norms gave men and women a shared experience that is rare in other societies.

We will explore these and related issues by reading widely in such ancient authors as Homer, Sappho, Herodotus, the Greek tragedians, Greek and Roman philosophers, Vergil and other Latin poets, and Roman didactic writers. We will also read modern scholarship on such subjects as the family, prostitution, the exposure of unwanted infants, demography, and the anthropology of gender in both Greek and Roman societies.

Format: lecture and discussion. Evaluation will be based on class preparation and participation, two short 5- to 7-page papers, a midterm, and a final exam.

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

Hour: 1:10-2:25 MR

CHRISTENSEN

CLAS 330(F) Plato (Same as Philosophy 330)(W)

(See under PHIL 330 for full description.)

MCPARTLAND

CLAS 332 Aristotle (Same as Philosophy 332) (Not offered 2008-2009; to be offered 2009-2010)

(See under PHIL 332 for full description.)

MCPARTLAND

CLAS 323 Leadership, Government, and the Governed in Ancient Greece (Same as History

323 and Leadership Studies 323) (Not offered 2008-2009) (W)

(See under HIST 323 for full description.)

CHRISTENSEN

GREEK

CLGR 101(F)-102(S) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

This course is designed for students who are beginning Greek or have studied less than two years of Greek in secondary school. *Credit is granted for the first semester only if the second semester is taken as well.* Students with some previous experience in Greek may want to enroll in CLGR 102 only. (Consult the department.)

Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, and a final exam.

Enrollment limit: 15 (expected: 8-10).

Hour: 11:00-12:15 MWF

First Semester: LOVELL

11:00-12:15 MWF

Second Semester: CHRISTENSEN

CLGR 201(F) Intermediate Greek

Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

Format: recitation/discussion. Evaluation will be based on classroom participation, quizzes, tests, and a final exam.

Prerequisites: Greek 101-102 or two years of Greek in secondary school. *Enrollment limit: 12 (expected: 5-10).*

Hour: 10:00-10:50 MWF

LOVELL

CLGR 402 Homer: *The Iliad* (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr402.php)

CLGR 403 Poetry and Revolution in Archaic Greece (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr403.php)

CHRISTENSEN

CLGR 404(S) Tragedy

Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which tragedies were produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

Format: recitation/discussion. Evaluation will be based on contributions to class, several 1- to 2-page papers involving close textual analysis, perhaps a midterm exam, a final exam, and a final paper.

Prerequisites: Greek 201 or permission of the instructor. *Enrollment limit: 12 (expected: 4-5).*

Hour: 2:35-3:50 TF

HOPPIN

CLGR 405 Greek Lyric Poetry (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr405.php)

DEKEL

CLGR 406T Coming of Age in the Polis (Same as Women's and Gender Studies 406T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr406.php)

HOPPIN

Classics

CLGR 407(F) Rhetoric and Democracy: the Greek Orators

The Greek orators of the 4th-century BCE have left us a rich and varied body of work. They were specialists in rhetoric and persuasive discourse, and in the deployment of the one to produce the other. They wrote forensic oratory intended to sway juries, often with little reference to the facts of the case; political speeches with which they argued policy before the Athenian Assembly and aspired to be the city's leaders; attack speeches which they hoped would destroy their rivals; and show pieces intended to dazzle the listener with their rhetorical brilliance. Political careers were launched not by the noble birth and military success that were so important in the previous century, but by high-profile prosecutions won by oratorical prowess. In their own words, the most influential orators of 4th-century Athens will instruct us in rhetoric, demonstrate the stylistic versatility of the Greek language, teach us about what Athenians in the 4th century cared about, reveal theories of human psychology, and persuade us of a thing or two. We will read selected speeches by Lysias, Aeschines, and Demosthenes, as well as portions of speeches by other orators such as Isocrates, Antiphon, and Dinarchus.

Format: seminar. Evaluation will be based on class translation and discussion, several short exercises, a midterm, a final paper, and a final translation exam.

Prerequisites: Greek 201 or permission of instructor. *Enrollment limit: 12 (expected: 6).*

Hour: 9:55-11:10 TR

CHRISTENSEN

LATIN

CLLA 101(F)-102(S) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Vergil's *Aeneid* and some Medieval Latin poetry, e.g., the *Carmina Burana*) and from Latin prose (e.g., Pliny's *Letters* and/or the Vulgate Bible). This course is designed for the student with no previous preparation in Latin or who has had only a little Latin and wishes a refresher. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Latin may want to enroll in CLLA 102 only: consult the department.*

Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam.

Enrollment limit: 18 (expected: 10-12).

Hour: 11:00-12:15 MWF

11:00-12:15 MWF

First Semester: HOPPIN

Second Semester: LOVELL

CLLA 201(F) Intermediate Latin I: The Late Republic

Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Format: recitation/discussion. Evaluation will be based on classroom performance, quizzes, a midterm, and a final exam. Occasional oral presentations or short essays may be required as well.

Prerequisites: Latin 101-102 or 3-4 years of Latin in secondary school: consult the department. *Enrollment limit: 12 (expected: 6-10).*

Hour: 9:00-9:50 MWF

LOVELL

CLLA 302(S) Vergil's *Aeneid*

This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

Format: discussion/recitation. Evaluation will be based on class participation, a midterm exam, a final paper, and a final exam.

Prerequisites: Latin 201 or permission of the instructor. *Enrollment limit: 12 (expected: 10).*

Hour: 2:35-3:50 MR

WILCOX

CLLA 402 Roman Letters (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/clla/clla402.php)

WILCOX

CLLA 403 The Invention of Love: Catullus and the Roman Elegists (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/clla/clla403.php)

DEKEL

CLLA 405 Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/clla/clla405.php)

CHRISTENSEN

CLLA 406(S) Horace Odes 1-3

Nietzsche claimed that he never had an artistic delight comparable to his experience of reading a Horatian ode. Through close readings of selected odes in Books 1-3 we will seek to experience such delight for ourselves and to learn why, as Nietzsche put it, "what is here achieved is in certain languages not even to be hoped for." We will examine the relation between poetic landscapes, poetic programs and the poetry's exploration of subjects like love, friendship, youth and old age, death, politics, private morality; the poet's capacity to define himself by offering his own account of poetic traditions and his place in them; the variety of voices and perspectives within individual poems and throughout the collection; the demands thereby placed on the poet's audience and the power of the poetry to transform an audience equal to those demands. It is in terms of this transformational power of poetry that we will consider Horace's relationship to his contemporaries, particularly Vergil, his patron Maecenas, and Au-

Classics, Cognitive Science

gustus.

Evaluation will be based on contributions in the classroom, two 2- to 3-page papers (translation with comments), a short memorization assignment, perhaps a midterm, a final paper, and a final exam.

Prerequisites: Latin 302 *or* permission of instructor.

Hour: 9:55-11:10 TR

HOPPIN

CLLA 407(F) Caesar and Cicero

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for themselves and for their country brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking differences, their works can justifiably be claimed to be the twin summits of classical Latin prose. In this course we will read extensive selections from Caesar's commentarii (the *Bellum Gallicum* and *Bellum Civile*) and from Cicero's speeches and letters, aiming throughout at a better understanding of these authors' stylistic achievements as well as the pragmatic persuasive goals that drove their rhetoric.

Format: recitation/discussion. Evaluation will be based on class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper.

Prerequisites: Latin 302 *or* permission of instructor. *Enrollment limit: 12 (expected: 6-9).*

Hour: 1:10-2:25 TF

WILCOX

CLLA 408 Roman Comedy (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/ccla/ccla408.php)

WILCOX

CLLA 409 Seneca and the Self (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/ccla/ccla409.php)

WILCOX

CLASSICS

CLAS 499(F,S) Senior Colloquium

This colloquium is required for all senior Classics majors and normally meets every other week for one hour in both the fall and spring semesters. Although required for the Classics major, it is a non-credit course and does not count towards the number of semester courses required for the Classics major or for graduation.

Students must arrange their class schedules so that they can meet on Fridays between 12:15 and 1:10.

Hour: 12:15-1:10 F

Members of the Department.

CLAS 493(F)-W31, W31-494(S) Senior Thesis

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

CLAS 497(F), 498(S) Independent Study

Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

COGNITIVE SCIENCE (Div. II)

Chair, Associate Professor SAFA ZAKI

Advisory Committee: Professors: DANYLUK***, KIRBY***, H. WILLIAMS. Associate 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 are broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior research project.

Minds, Brains, and Intelligent Behavior (COGS 222) is the entry point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will conduct interdisciplinary *Research in Cognitive Science* (COGS 493), supervised by members of the advisory committee from at least two departments.

REQUIRED COURSES

Cognitive Science 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Cognitive Science 493 Research in Cognitive Science

ELECTIVES

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.
Computer Science 108 Artificial Intelligence: Image and Reality

Cognitive Science

Computer Science 361 Theory of Computation
Computer Science 373 Artificial Intelligence
Computer Science 374 Machine Learning
Linguistics 100 Introduction to Linguistics
Linguistics 220 The Syntactic Structure of English
Neuroscience 201 Neuroscience
Philosophy 202 Analytic Philosophy—Language and the Mind
Philosophy/Religion 288 Embodied Mind: A Cross-Cultural Exploration
Philosophy 331 Epistemology
Philosophy 388T Consciousness
Psychology 221 Cognitive Psychology
Psychology 322 Concepts: Mind, Brain, and Culture
Psychology 324T Great Debates in Cognition
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 219T Animal Communication
Biology 305 Evolution
Linguistics 230 Introduction to Logic and Semantics
Mathematics 433 Mathematical Modeling and Control Theory
Philosophy 209 Philosophy of Science
Psychology 201 or Statistics 101, 201, 231, or 331
Religion 307 Thinking Gods: Cognitive Theories of Religion

THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

STUDY ABROAD

Students who wish to discuss plans for study abroad are invited to meet with any member of the Cognitive Science advisory committee.

COGS 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Philosophy 222 and Psychology 222)

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Format: lecture/discussion. Requirements: midterm and final exams, and self-paced weekly computer lab exercises.

Prerequisites: Psychology 101 or Philosophy 102 or Computer Science 134. Background in more than one of these is recommended. *Enrollment limit: 25 (expected: 25). Preference given to first- and second-year students. Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 MR

CRUZ

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. Prerequisite: permission of program chair.

COGS W31-494(S) Senior Thesis

The senior concentrator, having completed the fall research project and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

COGS 497(F), 498(S) Independent Study

COMPARATIVE LITERATURE (Div. I)

Chair, Professor GAIL M. NEWMAN

Professors: CASSIDAY, DRUXES, GOLDSTEIN, B. KIEFFER*, KLEINER, LIMON, NEWMAN, ROUHI, SWANN. Associate Professors: S. FOX*, FRENCH, KAGAYA, VAN DE STADT. Assistant Professors: C. BOLTON, MARTIN, NAAMAN, NUGENT**, PIEPRZAK, VARGAS*. Bolin Fellow: SO.

Students motivated by a desire to study literature in the broadest terms, as well as those interested in particular examples of literary comparison, will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature in its international and multicultural context. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. 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

Any three comparative literature core courses. A core course is any course that meets the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. The three core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including the foreign language programs and English, Religion, Africana Studies, and Latino/Latina Studies.

Three literature courses in the student's specialty language, in which texts are read in the original. At least one of the three must be above the 200-level.

Three courses in which most of the course work concerns literature other than that of the student's specialty language or literary theory. These courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Only one may be in English or American literature.

Comparative Literature 401 Senior Seminar (variable topics)

Students who are considering a major in Comparative Literature should aim to acquire intermediate-level proficiency in their specialty language by the end of the sophomore year. They should also complete core course requirements by the end of their junior year. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year and may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 401 offered in their senior year.

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

Comparative Literature

Any four comparative literature core courses. A core course is any course that meets the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. The three core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including the foreign language programs and English, Religion, Africana Studies, and Latino/Latina Studies.

Five courses devoted to literature or literary theory that cover at least three different national/cultural traditions. The courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Of the courses taken outside of the Program in Comparative Literature, no more than two may have the same course prefix. Students are strongly encouraged to include courses in a foreign language among these five.

Comparative Literature 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.

THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE OR LITERARY STUDIES

Prerequisites

Honors candidates in Comparative Literature or Literary Studies are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing

Students wishing to pursue a thesis in Comparative Literature or Literary Studies are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (493-W31-494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (COMP 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (COMP 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major-including the thesis course (COMP 493-W-494)-is 12, i.e., one of the thesis courses may substitute for one elective.

STUDY ABROAD

The Program in Comparative Literature strongly urges its students to study abroad. Students who have Comparative Literature as a major should seriously consider study abroad in a country where their specialty language is spoken; they will likely be able to complete some of the specialty language courses required for the major during study abroad. Literary Studies students can also benefit from study abroad; literature courses from abroad are often candidates for credit as major electives.

COURSES

COMP 104(F) Introduction to World Theatre and Performance (Same as Theatre 104) (D)

(See under THEA 104 for full description.)

HOLZAPFEL

COMP 107(F) The Trojan War (Same as Classics 101)

(See under CLAS 101 for full description.)

HOPPIN

COMP 108(S) Roman Literature: Foundations and Empires (Same as Classics 102)

(See under CLAS 102 for full description.)

WILCOX

COMP 111(F) The Nature of Narrative (Same as English 120) (W)

How does narration work? What do narratives do for us? And what do they hide from us? The Nature of Narrative explores the structures and functions of narrative across time and various cultures. Literary readings may include stories from *A Thousand and One Nights* and works by Homer, Borges, Woolf, Nabokov, Hurston, Achebe, Salih, and Rushdie. We will also discuss popular, improvisatory, and other non-traditional forms of narration such as TV

Comparative Literature

shows, film, and blogs. Throughout we will engage with some of the more interesting theories of narrative, from classical poetics and studies of folklore to contemporary literary and cultural theory.

Format: seminar. Requirements: active participation, two shorter papers (5-7 pages), one longer paper (8-10 pages).

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students considering a major in Comparative Literature and Literary Studies and who have studied a foreign language.*

Hour: 11:20-12:35 TR

NAAMAN

COMP 111(S) The Nature of Narrative (Same as English 120) (W)

This course focuses on the nature and function of narrative using a wide range of texts from different traditions and genres. We will analyze the ways in which some of the world's best works of fiction, as well as other types of writing such as newspaper articles and blogs, make use of narrative to communicate their thematic concerns, and we will accompany the readings with a few pertinent theoretical texts. The works of fiction will include stories from Antiquity, works by Cervantes, Austen, Gogol, Flaubert, Kafka, and García Márquez. We will also read a selection of theoretical and critical texts by Aristotle, Walter Benjamin, and a few other literary critics. *All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.*

Format: lecture/discussion. Requirements: meaningful class participation, two short papers, and a final paper of 10 pages, which will consist of a draft and a final version.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students considering a major in Comparative Literature or Literary Studies and who have studied a foreign language.*

Hour: 11:00-12:15 MW

ROUHI

COMP 111(S) The Gendered Nature of Narrative (Same as English 120 and Women's and Gender Studies 111) (W)

We spend our lives telling and listening to stories. Why is that so? Some stories compel us more than others, often because of their novelty, while others force us forever to reread them even though they are simple, well-worn tales. Why? These are some of the questions that will engage us in this course, which takes as its main premise the notion that narrative, in terms of both its production and reception, can be fruitfully examined through the prism of gender. Do men and women write differently? How do some authors make this apparent in their output? There are writers for whom the creative process is a form of birthing, and for some it is an act of aggression, a battle waged against the reader. Still others consider narrative form to be genderless and infinitely protean. In this course, we will consider oral as well as written narratives and such authors as Margaret Atwood, Sholem-Aleichem, Isaac Babel, Tahar Ben Jalloun, Isak Dinesen (Karen Blixen), and Julia Voznesenskaya. We will also read selections from *The Thousand and One Nights*, examine some examples of relevant critical theory, and view one or two films.

Format: lecture/discussion. Requirements: active and consistent class participation, three short papers, and a final project.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students considering a major in Comparative Literature or Literary Studies and who have studied a foreign language.*

Hour: 1:10-2:25 MR

VAN DE STADT

COMP 113(F) The Ancient Novel (Same as Classics 105)

(See under CLAS 105 for full description.)

WILCOX

COMP 117(S) Introduction to Cultural Theory (Same as English 117) (W)

(See under ENGL 117 for full description.)

THORNE

COMP 134 Myth in Music (Same as Music 134) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under MUS 134 for full description.)

M. HIRSCH

COMP 139(F,S) Metafiction (Same as English 139) (W)

(See under ENGL 139 for full description.)

ROSENHEIM

COMP 201 The Hebrew Bible (Same as Jewish Studies 201 and Religion 201) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 201 for full description.)

DEKEL

COMP 202(F) Modern Drama (Same as English 202 and Theatre 229)

(See under ENGL 202 for full description.) (Literary Genres)

PETHICA

COMP 203 Nineteenth-Century Russian Literature in Translation (Same as Russian 203) (Not offered 2008-2009; to be offered 2009-2010)

(See under RUSS 203 for full description.)

COMP 204(F) Revolution and Its Aftermath: Russian Literature Since 1900 (Same as Russian 204)

(See under RUSS 204 for full description.)

VAN DE STADT

COMP 205 The Latin-American Novel in Translation (Same as Spanish 205) (Not offered 2008-2009; to be offered 2009-2010)

(See under RLSP 205 for full description.)

BELL-VILLADA

COMP 206 The Book of Job and Joban Literature (Same as Jewish Studies 206 and Religion 206) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under REL 206 for full description.)

DEKEL

COMP 208 Fatal Passions and Happy Fools: French Theater in the Age of Louis XIV (Same as French 208) (Not offered 2008-2009; to be offered 2009-2010)

(See under RLFR 208 for full description.)

NORTON

Comparative Literature

COMP 209 The Legend of the Wandering Jew (Same as Jewish Studies 209 and Religion 209) (Not offered 2008-2009; to be offered 2009-2010)
(See under REL 209 for full description.) DEKEL

COMP 210 Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240, Latina/o Studies 240 and Linguistics 254) (Not offered 2008-2009; to be offered 2009-2010) (D)
(See under LATS 240 for full description.) CEPEDA

COMP 211 From Voltaire to Nietzsche (Same as German 210) (Not offered 2008-2009; to be offered 2009-2010)
(See under GERM 210 for full description.) B. KIEFFER

COMP 212(S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as Women's and Gender Studies 200) (D)
Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations—Iceland, Norway, Sweden, Denmark, and Finland—are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sami people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Helena Christensen), technology (Volvo to Nokia), and design (IKEA to H&M). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jónsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, and Tomas Vinterberg. *All readings and discussions in English.*
Format: seminar. Requirements: active participation, two short papers, an oral presentation, and a final paper.
No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to Comparative Literature and Women's and Gender Studies majors and those with compelling justification for admission.*
Hour: 2:35-3:50 MR MARTIN

COMP 214(S) Defining the African Diaspora (Same as Africana Studies 160 and English 251)
(See under AFR 160 for full description.) ROBOLIN

COMP 215 Reading Contemporary Drama, or Turn of This Century Drama (Same as Theatre 215) (Not offered 2008-2009; to be offered 2009-2010)
(See under THEA 215 for full description.)

COMP 216(S) Protest Literature: Arab Writing Across Three Continents (Same as Arabic 216)
(See under ARAB 216 for full description.) NAAMAN

COMP 217 Ancient Wisdom Literature (Same as Classics 205, Jewish Studies 205 and Religion 205) (Not offered 2008-2009; to be offered 2009-2010)
(See under REL 205 for full description.) DEKEL

COMP 218(S) Revolutionary African Literatures (Same as Africana Studies 140 and English 250)
(See under AFR 140 for full description.) ROBOLIN

COMP 220 Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and History 315) (Not offered 2008-2009; to be offered 2009-2010) (D)
(See under CHIN 224 for full description.) NUGENT

COMP 223 Reading Films (Same as English 203) (Not offered 2008-2009; to be offered 2009-2010)
(See under ENGL 203 for full description.) (Literary Genres)

COMP 225(F) Wise Lady or Witchy Woman? The History of Witches (Same as German 225 and Women's and Gender Studies 223)
(See under GERM 225 for full description.) (Literary Genres) BAKER-WHITE

COMP 226 Comparative Drama: The Anti-Realist Impulse (Same as English 206 and Theatre 226) (Not offered 2008-2009; to be offered 2009-2010)
(See under THEA 226 for full description.) (Literary Genres) BAKER-WHITE

COMP 228 Introduction to Modern Arabic Literature in Translation (Same as Arabic 220) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)
(See under ARAB 220 for full description.) VARGAS

COMP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America (Same as Spanish 230T) (W) (D)
(See under RLSP 230 for full description.) FRENCH

COMP 231T(S) Postmodernism (Same as English 266T) (W) (D)
In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's

Comparative Literature

paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Thomas Pynchon's paranoid novel about postal conspiracy, *The Crying of Lot 49*. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from various countries, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from film, architecture, visual art, and/or broader pop culture. Along the way will ask whether global theoretical paradigms like postmodernism can help us understand other cultures better (by locating them within a single universal system), or whether this approach conceals important cultural differences. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Jorge Luis Borges, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown area museums; etc. Writing assignments will focus on reading the theoretical texts critically and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Format: tutorial. Requirements: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week; they will write a 5-page paper every other week (5 in all), and respond to their partners' papers in alternate weeks. Emphasis will be on understanding and engaging the criticism that we read, and comparing the critical and fictional texts creatively in a way that sheds light on both.

Prerequisites: a 100-level literature course (Comparative Literature, English, etc.) and sophomore standing or higher, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Priority will be given to students majoring in a discipline related to critical theory (or considering such a major) and those with a demonstrated interest in the material.*

Tutorial meetings to be arranged.

C. BOLTON

COMP 233 Introduction to Classical Arabic Literature (Same as Arabic 233) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under ARAB 233 for full description.)

VARGAS

COMP 234 Comedy/Tragedy (Same as English 235) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under ENGL 235 for full description.)

KLEINER

COMP 235 China on Screen (Same as Chinese 235) (Not offered 2008-2009; to be offered 2009-2010)

(See under CHIN 235 for full description.)

NUGENT

COMP 237(S) Gender and Desire 1200-1600 (Same as English 237 and Women's and Gender Studies 237) (W)

(See under ENGL 237 for full description.)

KNOPP

COMP 240(F) Introduction to Literary Theory (Same as English 230) (W)

(See under ENGL 230 for full description.)

T. DAVIS

COMP 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Theatre 241) (D)

(See under THEA 241 for full description.)

P. ERICKSON

COMP 242T Reading and Writing the Body (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/comp/comp242.php)

VAN DE STADT

COMP 243 (formerly 252) Modern Women Writers and the City (Same as Women's and Gender Studies 252) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/comp/comp243.php)

DRUXES

COMP 244 Helen, Desire and Language (Same as Classics 224 and Women's and Gender Studies 224) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under CLAS 224 for full description.)

HOPPIN

COMP 248(F) The Modern Theatre: Plays and Performance (Same as English 234 and Theatre 248)

(See under THEA 248 for full description.)

BAKER-WHITE and ERICKSON

COMP 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Jewish Studies 207 and Religion 207) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 207 for full description.)

DEKEL

COMP 252 The Masks of Japanese Literature (Same as Japanese 252) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under JAPN 252 for full description.)

C. BOLTON

COMP 253 Writing the City: Beirut and Cairo in Contemporary Arabic Literature (Same as Arabic 253) (Not offered 2008-2009; to be offered 2009-2010)

(See under ARAB 253 for full description.)

NAAMAN

COMP 254 On the Outside Looking In (Same as Japanese 266) (Not offered 2008-2009; to be offered 2009-2010)

(See under JAPN 266 for full description.)

KAGAYA

Comparative Literature

- COMP 255 Love and Death in Modern Japanese Literature** (Same as Japanese 255) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(See under JAPN 255 for full description.) C. BOLTON
- COMP 256T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China** (Same as Chinese 251T and History 215T) (W) (D)
(See under CHIN 251 for full description.) NUGENT
- COMP 258 South African and American Intersections** (Same as Africana Studies 260 and English 252) (*Not offered 2008-2009; to be offered 2009-2010*)
(See under AFR 260 for full description.) ROBOLIN
- COMP 259T(F) Adultery in the Nineteenth-Century Novel** (Same as English 261T and Women's and Gender Studies 259T) (W)
In this tutorial, we will read five novels written between 1850 and 1899, all of which focus on the figure of the adulteress: Nathaniel Hawthorne's *The Scarlet Letter* (1850), Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Theodor Fontane's *Effi Briest* (1894), and Kate Chopin's *The Awakening* (1899). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe and the United States during this time. Students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session. *All works not originally written in English will be read in English translation.*
Format: tutorial. Evaluation will be based on completion of weekly reading and writing assignments, active engagement during tutorial sessions, and completion of a final synthetic writing assignment.
No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to students who have already taken at least one course devoted to literature at Williams.*
Tutorial meetings to be arranged. CASSIDAY
- COMP 260(F) Reading Reading: An Introduction to the Qur'an and Islam** (Same as Religion 230) (W)
(See under REL 230 for full description.) DARROW
- COMP 261 Japanese Theatre and its Contemporary Context** (Same as Japanese 260) (*Not offered 2008-2009; to be offered 2009-2010*)
(See under JAPN 260 for full description.) KAGAYA
- COMP 262 Outlaws and Underworlds: Arabic Literature of the Margins** (Same as Arabic 262) (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(See under ARAB 262 for full description.) NAAMAN
- COMP 264(F) Japanese Literature and the End of the World** (Same as Japanese 254)
(See under JAPN 254 for full description.) C. BOLTON
- COMP 265 The Interaction of Three Religions and Cultures in Early Modern Spain** (Same as Spanish 271) (*Not offered 2008-2009*)
(See under RLSP 271 for full description.) ROUHI
- COMP 266(S) Confession and Deception in Japanese Literature** (Same as Japanese 256)
(See under JAPN 256 for full description.) C. BOLTON
- COMP 268 Latina/o Theatre and Performance, 1950-2000** (Same as American Studies 235, Latina/or Studies 235, Theatre 235 and Women's and Gender Studies 235) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(See under LATS 235 for full description.) JOTTAR
- COMP 271 Religion and the Modern Literary Imagination** (Same as English 271 and Religion 271) (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(See under REL 271 for full description.) HAMMERSCHLAG
- COMP 272T Literature of the Americas: Dialogues in Historical Perspective** (Same as American Studies 256) (*Not offered 2008-2009; to be offered 2009-2010*) (W) (D)
(www.williams.edu/Registrar/catalog/depts/comp/comp272.php) FRENCH
- COMP 275(F) Russian and Soviet Film in Retrospect** (Same as Russian 275)
(See under RUSS 275 for full description.) CASSIDAY
- COMP 278(S) Premodern Japanese Literature and Performance** (Same as Japanese 276)
(See under JAPN 276 for full description.) KAGAYA
- COMP 283(S) Great Big Books** (Same as English 233) (W)
(See under ENGL 233 for full description.) TIFFT
- COMP 301 Word Virus: Cultural Theory after the Linguistic Turn** (Same as Linguistics 301 and Religion 301) (*Not offered 2008-2009; to be offered 2009-2010*)
(See under REL 301 for full description.) JOSEPHSON
- COMP 302T Latino Writing: Literature by U.S. Hispanics** (Same as Spanish 306) (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(See under RLSP 306 for full description.) BELL-VILLADA
- COMP 303 Cities of the Anglophone Chinese Imagination** (Same as American Studies 305, Asian Studies 305 and English 374) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(See under AMST 305 for full description.) WANG

Comparative Literature

- COMP 304 Dante (Same as English 304) (Not offered 2008-2009; to be offered 2009-2010)**
(See under ENGL 304 for full description.) KLEINER
- COMP 305(S) Dostoevsky and His Age (Same as Russian 305)**
(See under RUSS 305 for full description.) CASSIDAY
- COMP 306 Tolstoy and His Age (Same as Russian 306) (Not offered 2008-2009; to be offered 2009-2010)**
(See under RUSS 306 for full description.) VAN DE STADT
- COMP 308(S) Everyday Life in Literature and Film**
To bring the all too familiar everyday to our attention, artists and writers have made it strange. What happens when we view everyday life from elsewhere? While everyday culture has often been experienced as repressive and alienating in modern Western societies, a new importance assigned to everyday life made it liberating in Japan during the twenties and in contemporary China. The contours of the everyday are delightfully vague, and it always exceeds theorizing. For instance, is its privileged place the street or the home? Is it lived largely in institutions that regulate our daily lives, or is it lived between and outside them? Everyday objects and commodities like the potato, the postcard, the car, clothes, housing, etc., will be analyzed. Fiction by Leo Tolstoy, Franz Kafka, Georges Perec, Manil Suri, Ha Jin, and Banana Yoshimoto. Films by Chantal Akerman, Pedro Almodovar, Benoit Jaquot, and Pierre Jeunet. Art projects that transform the everyday will also be discussed, including those of Sophie Calle, Mary Kelley, Mierle Laderman Ukeles, and Christine Hill. Short theoretical excerpts from Freud, Kracauer, Goffman, Lefebvre, de Beauvoir, Friedan, Debord, Foucault, and Bourdieu. *All works not originally in English will be read in English translation.*
Format: seminar. Evaluation will be based on two short oral reports on everyday objects and their history, two 3- to 5-page papers, and a 10- to 12-page final paper or creative project.
Prerequisites: one 200-level literature course. *Enrollment limit: 20 (expected: 10). Preference will be given to students majoring in Comparative Literature and Literary Studies.*
Hour: 1:10-2:25 MR DRUXES
- COMP 309T(S) Exile, Homecoming and the Promised Land (Same as Jewish Studies 491T and Religion 289T) (W) (D)**
(See under REL 289 for full description.) HAMMERSCHLAG
- COMP 311(F) US-China Foreign Cultural Relations, 1900-1950 (Same as American Studies 311, Asian Studies 311 and English 334)**
Foreign relations between the United States and China, particularly on the level of culture, have emerged as a vital, if poorly understood, topic in recent years. This course attempts to historicize this interest by exploring a period of intense US-Sino cultural exchange from the turn of the 20th century to the start of the Cold War. We begin from the perspective of cultural comparison: how did major American and Chinese authors respectively understand their place in the world? How did they define and narrate issues such as industrialism, populism, and modernity? How did they perceive their Chinese or American "Other," and develop new cultural forms to represent these perspectives? In this section we will read major texts by (US) John Dos Passos, Frank Norris, Ezra Pound, Amy Lowell, Jack London, and (China) Lu Xun, Shen Congwen, Mao Dun, Zhou Zuoren, Yu Dafu. Then, we proceed from an angle of cultural connection by exploring authors who directly engaged and experienced both cultures, often building bridges between the two. How did American writers in China use their time abroad to challenge their own culture, and vice versa? What types of bonds did US and Chinese writers develop during this period? How did contact and collaboration between these authors lead to new forms of literature and social critique? In this section, we will read cultural works by (US) Pearl Buck, Agnes Smedley, Edgar Snow, W.H. Auden, and (China) Lin Yutang, Lao She, Hu Shi, Zhang Ailing. Overall, the goal of this course will be to gain a better understanding of our current moment of US-Sino contact by examining a period in which most of our present ideas of the "Other" took shape and crystallized. *No reading knowledge of Chinese is required; all readings in Chinese will be offered in English translation.*
Format: discussion/seminar. Requirements: active class participation, weekly response papers, and one final research paper.
No prerequisites. *Enrollment limit: 25 (expected: 20). Preference given to students majoring in Comparative Literature or Literary Studies and who have previously studied Chinese.*
Hour: 1:10-2:25 MR SO
- COMP 313(S) Cervantes' Don Quixote (Same as English 308 and Spanish 303)**
(See under RLSP 303 for full description.) ROUHI
- COMP 324(F) Auteur Cinema and the Very Long Film (Same as English 404)**
(See under ENGL 404 for full description.) BUNDTZEN
- COMP 329(F) Contemporary World Novel (Same as English 379)**
(See under ENGL 379 for full description.) (Literary Genres) LIMON
- COMP 330(S) Aesthetics of Resistance: Contemporary Latin American Theatre and Performance (Same as American Studies 330, Latina/o Studies 330, Theatre 330 and Women's and Gender Studies 330)**
(See under LATS 330 for full description.) JOTTAR
- COMP 338 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as American Studies 339 and Latina/o Studies 338) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)**
(See under LATS 338 for full description.) CEPEDA
- COMP 340 Literature and Psychoanalysis (Not offered 2008-2009; to be offered 2009-2010) (W)**
(www.williams.edu/Registrar/catalog/depts/comp/comp340.php) NEWMAN

Comparative Literature, Computer Science

COMP 343(S) Modern Critical Theory (Same as English 373)

(See under ENGL 373 for full description.)

SOKOLSKY

COMP 344 From Hermeneutics to Post-Coloniality (Same as Religion 304) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under REL 304 for full description.) (Literature and Theory)

DREYFUS

COMP 346 Questioning the Cultural Self in Literature (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/comp/comp346.php)

VARGAS

COMP 347 Imagining Africa: The Politics of Representation (Same as Africana Studies 377 and English 348) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under AFR 377 for full description.)

ROBOLIN

COMP 352 Writing after the Disaster: The Literature of Exile (Same as Jewish Studies 352) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/comp/comp352.php)

S. FOX

COMP 355(S) Contemporary Drama and Performance (Same as English 349 and Theatre 345)

(See under THEA 345 for full description.)

HOLZAPFEL

COMP 359 Latinos/as and the Media: From Production to Consumption (Same as American Studies 346 and Latina/o Studies 346) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under LATS 346 for full description.)

CEPEDA

COMP 369(F) Race, Gender, Space (Same as Africana Studies 400, English 365, and Women's and Gender Studies 400)

(See under AFR 400 for full description)

ROBOLIN

COMP 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 402, American Studies 403, English 375 and Latina/o Studies 403) (D)

(See under AMST 403 for full description.)

WANG

COMP 401(F) Senior Seminar. Sublime Confusion: A Survey of Critical Theory (Same as English 370)

What does it mean to have a theory of literature? Can something as vital, as varied, and as vague as art or fiction ever be reduced to anything like a science? We will investigate these questions with a survey of art and literary theory that takes up a cross section of texts from classical times to the present. We will focus particular attention on the aesthetic quality called "the sublime"—a category that has often been constituted in opposition to "beauty" to express the power and the attraction of art that is not beautiful, but whose frightening, confusing, even threatening aspect is somehow thrilling or appealing. This idea interested early critics from the classical rhetorician pseudo-Longinus to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's thrilling confusion has played a key role in modern literary theory from Russian formalism to New Criticism, deconstruction, and postmodernism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) The class will focus on careful reading of relatively short texts by Plato, pseudo-Longinus, Burke, Kant, Schiller, Shklovsky, Eichenbaum, I.A. Richards, Barthes, Derrida, Lyotard, and others. We will find and discuss illustrations drawn from literature, visual media, and contemporary culture.

Format: seminar. Requirements: active class participation, short writing assignments, a polished oral presentation, and a final 15-page paper.

Prerequisites: a course in critical (art or literary) theory or permission of the instructor. Enrollment limit: 16 (expected: 16). Priority will be given to seniors majoring in Comparative Literature, Literary Studies, or a related discipline, and those with a demonstrated interest in critical theory.

Hour: 9:55-11:10 TR

C. BOLTON

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

COMP 493(F)-W31-494(S) Senior Thesis—Comparative Literature

COMP 497(F), 498(S) Independent Study

LIT 493(F)-W31-494(S) Senior Thesis—Literary Studies

COMPUTER SCIENCE (Div. III)

Chair, Professor THOMAS MURTAGH

Professors: BAILEY, DANYLUK***, LENHART, MURTAGH. Associate Professor: FREUND*. Assistant Professors: ALBRECHT, HEERINGA, MCGUIRE. Visiting Teaching Fellow: BÄLTER.

Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible, the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algo-

Computer Science

rithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

MAJOR REQUIREMENTS

Required Courses in Computer Science

A minimum of 8 courses is required in Computer Science, including the following:

Introductory Courses

Computer Science 134	Introduction to Computer Science
Computer Science 136	Data Structures and Advanced Programming

Core Courses

Computer Science 237	Computer Organization
Computer Science 256	Algorithm Design and Analysis
Computer Science 334	Principles of Programming Languages
Computer Science 361	Theory of Computation

Electives

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. At least one of these must be a course designated as a PROJECT COURSE. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

Required Courses in Mathematics

Mathematics 251	Discrete Mathematics
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and any other Mathematics course at the 200-level or higher

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that Discrete Mathematics covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 107, 108 or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (*Computer Graphics*) for their project course. Similarly, students who count Computer Science 108 as an elective cannot select Computer Science 373 as their project course. Computer Science 107, 108, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Discrete Mathematics by the end of the sophomore year. A second Mathematics course at the 200-level or higher must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

Satisfactory participation is required in the Computer Science Colloquium by all senior majors. With the advance permission of the department, two appropriate mathematics courses numbered 240 or above may be substituted for one Computer Science elective. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

Potential majors are strongly encouraged to look at the latest copy of the *Informal Guide to Computer Science*, which can be obtained on the World Wide Web at <http://www.cs.williams.edu>. This document contains much more information on the major, including suggested patterns of course selection and advice on courses relevant to different student goals.

LABORATORY FACILITIES

The Computer Science Department maintains two departmental computer laboratories for students taking Computer Science courses, as well as a lab that can be configured for teaching specialized topics such as robotics. The workstations in these laboratories also support student and faculty research in computer science.

Computer Science

THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to a student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis which is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

INTRODUCTORY COURSES

The department offers a choice of four introductory courses—Computer Science 107: *Strategy, Interaction, and Design in Board and Video Games*, 108: *Artificial Intelligence: Image and Reality*, 109: *The Art and Science of Computer Graphics*, and Computer Science 134: *Introduction to Computer Science*.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136 are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 107: *Strategy, Interaction, and Design in Board and Video Games*, 108: *Artificial Intelligence: Image and Reality*, or 109: *The Art and Science of Computer Graphics*.

Students with significant programming experience should consider electing Computer Science 136 (see “Advanced Placement” below). Students are always welcome to contact a member of the department for guidance in selecting a first course.

STUDY ABROAD

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department. Students who plan to study away but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java.

PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department’s curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five Computer Science courses and one course in discrete mathematics.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by 136 and 237 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students of the Bioinformatics program are encouraged to take Computer Science 134 at a minimum, and should consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students inter-

Computer Science

ested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four-course sequence.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

GENERAL REMARKS

Divisional Requirements

All Computer Science courses may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Computer Science 107, 108, 109, 315, 336T, 337T, 339, 356T, 371, 373, 374T, 432, and 434T are each normally offered every other year. All other Computer Science courses are normally offered every year.

Course Numbering

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

Course Descriptions

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available in the *Informal Guide to Computer Science*.

Courses Open on a Pass-Fail Basis

Students taking a Computer Science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken pass-fail, though courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

CSCI 107 Strategy, Interaction, and Design in Board and Video Games (Same as ArtS 107) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/csci/csci107.php)

MCGUIRE

CSCI 108(F) Artificial Intelligence: Image and Reality (Q)

Over 50 years ago, scientists began to envision a world where computers and humans could converse. In 1956 the field of "Artificial Intelligence" was officially born, and the work on "AI" began in earnest. Walking and talking robots are still mostly the stuff of science fiction, but AI is close to making them reality. In this course, we will explore the field of Artificial Intelligence. We will try to answer the question "what makes a machine intelligent?" Among the systems we will explore in lecture will be game-playing systems, systems that learn from their environments, and systems that create plans for complex tasks. Underlying all the topics addressed in this course will be two fundamental issues: How can information be represented in a computer so that the machine is able to make use of it? How can the system manipulate that information so that it is able to perform a task that requires intelligence? This course will emphasize hands-on laboratory experience. Laboratory projects will focus on the building and programming of simple robots.

Format: lecture/laboratory. Evaluation will be based on weekly laboratory assignments, four problem sets, short papers, and a final examination having similar format to the problem sets.

This course does not assume any programming experience. This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *Enrollment limit: 18 (expected: 18). Preference given to first-year students and sophomores.*

Hour: 9:00-9:50 MWF

Lab: 1-2:30 R

DANYLUK

CSCI 109(S) The Art and Science of Computer Graphics (Q)

This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2- and 3-dimensional computer graphics. The course will emphasize hands-on studio/laboratory experience, with student work focused around completing a series of projects. Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.

Format: lecture/laboratory. Evaluation will be based on progress in the quality of project work.

This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *No enrollment limit (expected: 35-40).*

Hour: 8:30-9:45 TR

Lab: 1-2:30 R,F; 2:30-4 R

BAILEY

COURSES INTENDED FOR BOTH NON-MAJORS AND MAJORS

CSCI 134(F,S) Introduction to Computer Science (Q)

This course introduces fundamental ideas in computer science and builds skills in the design, implementation, and testing of computer programs. Students implement algorithms in the Java programming language with a strong focus on constructing correct, understandable, and efficient programs. Students explore the material through specific application areas. Topics covered include object-oriented programming, control structures, arrays, recursion, and event-driven programming. This course is appropriate for all students who want to create software and have little or no prior computing experience. More details are available on the department website, <http://www.cs.williams.edu>.

Computer Science

Format: lecture/laboratory. Evaluation will be based on weekly programming assignments, written problem sets, a test program, and midterm and final examinations.

No prerequisites, except for the standard prerequisites for a (Q) course. Note that previous programming experience is not required. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department. *No enrollment limit (expected: 18 per section).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Lab: 1-4 M,T First Semester: BÄLTER, BAILEY
Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T Second Semester: MURTAGH

CSCI 136(F,S) Data Structures and Advanced Programming (Q)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Format: lecture/laboratory. Evaluation will be based on programming assignments and examinations.

Prerequisites: Computer Science 134 or equivalent. (Discrete Mathematics is recommended, but not required). *Enrollment limit: 36 (expected: 20).*

Hour: 10:00-10:50 MWF Lab: 1-4 W First Semester: ALBRECHT
9:00-9:50 MWF Lab: 1-4 W Second Semester: ALBRECHT

CSCI 237(F) Computer Organization (Q)

This course studies the basic instruction set architecture and organization of a modern computer. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward. Final projects focus on the design of a complex control system in hardware or firmware.

Format: lecture/laboratory. Evaluation will be based primarily on weekly labs, final design project, two exams.

Prerequisites: Computer Science 134, or both experience in programming and permission of instructor. *Enrollment limit: 40 (expected: 25).*

Hour: 9:00-9:50 MWF Lab: 1-2:30 T, 2:30-4 T BAILEY

CSCI 256(S) Algorithm Design and Analysis (Q)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Particular topics of study include graph theory, hashing, and advanced data structures.

Format: lecture. Evaluation will be based on problem sets and programming assignments, and midterm and final examinations.

Prerequisites: Computer Science 136 and Discrete Mathematics. *Enrollment limit: 40 (expected: 25).*

Hour: 11:00-11:50 MWF HEERINGA

CSCI 315 Computational Biology (Same as INTR 315 and Physics 315) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(See under PHYS 315 for full description.)

AALBERTS

CSCI 318T Numerical Problem Solving (Same as Mathematics 318T) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(See under MATH 318 for full description.)

STOICIU

CSCI 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Mathematics 319 and Physics 319) (Q)

(See under BIOL 319 for full description.)

BANTA

CSCI 334(S) Principles of Programming Languages (Q)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Format: lecture. Evaluation will be based on weekly problem sets 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

MCGUIRE

CSCI 336T(F) Computer Networks (Q)

In this course, we study the principles underlying the design of computer networks. We will examine techniques for transmitting information efficiently and reliably over a variety of communication media. We will look at the addressing and routing problems that must be solved to ensure that transmitted data gets to the desired destination. We will come to understand the impact that the distributed nature of all network problems has on their difficulty. We will examine the ways in which these issues are addressed by current networking protocols such as TCP/IP and Ethernet. This course will be taught in the tutorial format. Students will meet weekly with the instructor in pairs to present solutions to problem sets and reports evaluating the technical merit of current solutions to various

Computer Science

networking problems. In addition, students will be asked to complete several programming assignments involving the implementation of simple communication protocols. There will be a midterm and a final examination.

Format: tutorial. Evaluation will be based on problem sets, programming assignments, and examinations; 60% of a student's final grade will be based on examinations, 40% on problem sets and programming assignments.

Prerequisites: Computer Science 136 and Computer Science 237. *Enrollment limit: 10 (expected: 10). Preference given to seniors, followed by juniors.*

Tutorial meetings to be arranged.

MURTAGH

CSCI 337T Digital Design and Modern Architecture (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci337.php)

BAILEY

CSCI 339 Distributed Systems (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci339.php)

ALBRECHT

CSCI 356T(S) Advanced Algorithms (Q)

This course explores advances in algorithm design, algorithm analysis and data structures. The primary focus is on randomized and approximation algorithms, randomized and advanced data structures, and algorithmic complexity. Topics include combinatorial algorithms for cut, packing, and covering problems, linear programming algorithms, approximation schemes, hardness of approximation, random search trees, and hashing.

Format: tutorial. Evaluation is based on weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project.

Prerequisites: Computer Science 256. Computer Science 361 is recommended but not required. *Enrollment limit: 10 (expected: 10) Preference given to Computer Science majors.*

Tutorial meetings to be arranged.

HEERINGA

CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Format: lecture. Evaluation will be based on problem sets, a midterm examination, and a final examination.

Prerequisites: Computer Science 256 or both a 300-level Mathematics course and permission of instructor. *Enrollment limit: 30 (expected: 20).*

Hour: 11:00-11:50 MWF

HEERINGA

CSCI 371(F) Computer Graphics (Q)

PhotoShop, medical MRIs, video games, and movie special effects all programatically create and manipulate digital images. This course teaches the fundamental techniques behind these applications. We begin by building a mathematical model of the interaction of light with surfaces, lenses, and an imager. We then study the data structures and processor architectures that allow us to efficiently evaluate that physical model.

Students will complete a series of programming assignments for both photorealistic image creation and real-time 3D rendering using C++, OpenGL, and GLSL. These assignments cumulate in a multi-week final project. Topics covered in the course include: projective geometry, ray tracing, bidirectional surface scattering functions, binary space partition trees, matting and compositing, shadow maps, cache management, and parallel processing on GPUs.

Format: lecture, with optics laboratory exercises. Evaluation based on assignments, projects, and exams.

Prerequisites: Computer Science 136 or equivalent programming experience, and Mathematics 211 OR permission of the instructor. *No enrollment limit (expected: 18).*

PROJECT COURSE

Hour: 12:00-12:50 MWF

Lab: 1-4 W

MCGUIRE

CSCI 373 Artificial Intelligence (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci373.php)

DANYLUK

CSCI 374T Machine Learning (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci374.php)

DANYLUK

CSCI 397(F), 398(S), 497(F), 498(S) Reading

Directed independent reading in Computer Science.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

CSCI 432(S) Operating Systems (Q)

This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.

Format: lecture/laboratory. Evaluation will be based on several projects that will include significant programming, as well as written assessments of selected research papers that relate to advances in modern operating system design. There will be two written examinations, and a final project that will include programming, written, and oral presentation components.

Prerequisites: Computer Science 136 and Computer Science 237. *Enrollment limit: 30 (expected: 20).*

PROJECT COURSE

Hour: 12:00-12:50 MWF

ALBRECHT

Computer Science, Contract Major

CSCI 434T Compiler Design (*Not offered 2008-2009; to be offered 2009-2010*) (Q)
(www.williams.edu/Registrar/catalog/depts/csci/csci434.php)

FREUND

CSCI 493(F) Research in Computer Science

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

This course (along with Computer Science W31 and Computer Science 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors.

Evaluation will be based on class participation, presentations, and the final written report.

Enrollment is limited. Open to senior Computer Science majors with permission of instructor.

Hour: TBA

Members of the Department

CSCI W31-494(S) Senior Thesis

Prerequisites: Computer Science 493.

CSCI 499(FS) Computer Science Colloquium

Required of senior Computer Science majors, and highly recommended for junior Computer Science majors.

Meets most weeks for one hour, both fall and spring.

Hour: 2:35-3:50 F

Chair

CONTRACT MAJOR

Contract Major Advisor: CHARLES R. TOOMAJIAN, Jr.

Students with the talent and energy for working independently and with the strong support of two faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. Such a major must be in an area suitable to the talents of the faculty in residence and cannot consist of minor modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—i.e., it must embody a disciplined cumulative study that moves from an elementary to an advanced level and culminates in a synthesis similar to a senior major course. Hence a Contract Major usually consists of a program of existing courses, sometimes supplemented by courses of independent study and the senior course.

The process of constructing a proposal for a Contract Major is both interesting and demanding. As part of that process, students should consider carefully the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same field. Students might also consider whether their interests could be met by completing a regular major and coordinate program, or two majors, or simply by working outside a major field in courses of special interest. Because the Contract Major represents an exceptional opportunity provided for students whose interests cannot be met through existing departmental and interdepartmental majors and programs, *it cannot be pursued in conjunction with another major.*

Students who wish to explore or propose a Contract Major should consult with the Contract Major Advisor and with potential faculty sponsors as early as possible in the fall semester of the sophomore year, and then—during the sophomore year—follow these procedures:

1) The student must initiate discussion with at least two members of the faculty from differing departments who expect to be in residence during the student's senior year and who are willing to endorse the Contract Major and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation. Since in essence faculty sponsors substitute for the student's major department, they are expected to play an important role in the Contract Major.

The student must develop, in conjunction with the faculty sponsors, a written proposal (forms and guidelines are available in the Registrar's Office) which should contain:

- a) a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).
- b) a list of all courses in the proposed major and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course (and taken during the senior year), must be completed for a Contract Major. Normal rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.
- c) a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.

2) By mid-January, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.

3) By the first day of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.

4) By the end of the fourth week of the spring semester, the student must submit the final proposal to the Contract Major Advisor. By this date also, the faculty sponsors must submit their endorsement forms to the Contract Major Advisor. If the student is essentially proposing to transform an existing coordinate program (e.g., Africana Studies, area studies programs, Environmental Studies), into a Contract Major, the chair of that program should also submit to the Contract Major Advisor a statement attesting to the validity of the proposal by the end of the fourth week of the spring semester.

5) The Contract Major Advisor then conveys the proposal, a copy of the student's most recent academic progress report, the faculty sponsors' endorsement forms, and recommendations regarding the feasibility and sub-

Contract Major, Critical Languages

stance of the proposal, for approval by the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will notify students and sponsors before the spring registration deadline. If the time needed for C.E.P. review demands it, the Contract Major Advisor may permit them to register late without penalty. In making its decisions, the C.E.P. considers the student's academic record, the coherence and feasibility of the plan of study, and the degree of support expressed by the faculty sponsors and, if appropriate, program chairs.

Subsequent changes in a Contract Major must be requested in writing by the student and approved by the faculty sponsors as well as by the Contract Major Advisor. Where there has been substantial alteration of the original program, the Contract Major Advisor will forward the student's written request to the C.E.P. for reconsideration.

THE DEGREE WITH HONORS IN THE CONTRACT MAJOR

The route to the degree with honors in the Contract Major will normally be a senior thesis requiring two semesters and a winter study of work. In special circumstances a student may propose to substitute a one-semester course or a winter study course for one of his or her thesis courses and write a mini-thesis. The Contract Major with honors shall comprise a minimum of eleven semester courses or ten semester courses plus one winter study. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course.

The faculty sponsors shall determine by the end of winter study whether the student is to be admitted to honors candidacy. If not admitted to honors candidacy, the student may elect not to continue further independent study. If admitted to honors candidacy, the student shall submit a written thesis or minithesis to three faculty readers, at least one of whom shall be a faculty sponsor and at least one of whom shall not be a faculty sponsor. The outside reader or readers shall be selected by the Contract Major Advisor in consultation with the faculty sponsors. There will be a one-hour oral exam by the readers, and they shall make a final decision regarding honors.

CMAJ 493(F)-W31, W31-494(S) Senior Thesis

CMAJ 497(F), 498(S) Independent Study

CRITICAL LANGUAGES (Div. I)

Coordinator, JANE CANOVA

The Critical Languages Program enables students to study important foreign languages not taught in regular courses at Williams. Hebrew, Hindi, Korean, and Swahili can be studied for one year at the elementary level.

Students work independently with standard language textbooks and individual cassette tapes for roughly ten hours per week and attend two one-hour group review sessions per week with native-speaking tutors. Language faculty from other institutions conduct the midterm and final exams and determine the final grades.

To be eligible for a 200-level Critical Languages course, the student must:

- ◆ demonstrate proven capability for independent work and previous success in foreign language study;
- ◆ explain how study of the language will integrate with his or her major or other academic interests;
- ◆ present a letter of recommendation from a Williams faculty member;
- ◆ in some cases take a pretest for placement;
- ◆ have attained sophomore standing or higher;
- ◆ have at least a 3.00 Grade Point Average.

Interested students should obtain an application form for the desired course in early April. Forms are available at the Center for Foreign Languages, Literatures, and Cultures in the North Academic Building. Students must meet with the program coordinator and hand in the completed application forms no later than one week before preregistration. The application must be approved before registering for the course.

Students should note that Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A Critical Languages course will be scheduled only if and when at least two students are accepted into the course. Students planning to register for the course must attend an organizational meeting the first week of each semester.

Note: Elementary to Advanced Arabic are now offered as regular courses.

CRHE 201(F)-202(S) Hebrew

This course is part of the Jewish Studies concentration.

CRHI 201(F)-202(S) Hindi

CRKO 201(F)-202(S) Korean

CRSW 201(F)-202(S) Swahili

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

ECONOMICS (Div. II)

Chair, Professor STEPHEN SHEPPARD

Professors: BRADBURY**, BRAINERD, CAPRIO, D. GOLLIN, HUSBANDS FEALING**, MONTIEL, SCHAPIRO, S. SHEPPARD, A. V. SWAMY, ZIMMERMAN. Associate Professors: BAKIJA, GENTRY*, P. PEDRONI, SCHMIDT, SHORE-SHEPPARD. Assistant Professors: GAZZALE**, LALUMIA, LOVE**, NAFZIGER, RAI, ROLLEIGH, SAVASER, WATSON*, WILSON. Senior Lecturer: SAMSON§§. Visiting Professors: FORTUNATO, HANSON. Visiting Associate Professor: HONDERICH§. Visiting Assistant Professor: KONISHI.

MAJOR

Students who have not yet taken an economics course should begin their sequence with Economics 110 and should follow the following sequence:

Economics 110 Principles of Microeconomics

(Note that students may not take any economics courses, including Economics 110 and 120, without having passed the quantitative studies exam or the equivalent.)

Economics 120 Principles of Macroeconomics (Economics 110 or the equivalent is a prerequisite for 120)

Economics 251 Price and Allocation Theory

Economics 252 Macroeconomics

Economics 255 Empirical Methods

Please note that Statistics 101 or 201 is a prerequisite for Economics 255. Students who are considering majoring in economics are thus strongly encouraged to take Statistics 101 or 201 early in their college careers. Students may take the combination of Statistics 201 and 346 instead of Economics 255. Economics 253 can not be substituted for Economics 255.

Note that Economics 251, 252, and the Empirical Methods course can be taken in any order. In most cases all three of these courses are prerequisites for Economics Senior Seminars, at least one of which is required for the major. Senior seminars are typically taken during senior year or during the spring of junior year. Students are thus strongly encouraged to complete these three core courses by the end of junior year at the latest.

Prospective majors please note that instructors in all sections of Economics 251, 252, and 255 and courses numbered 350 and above feel free to use elementary calculus in assigned readings, lectures, problem sets, and examinations; therefore, Economics 110 and 120 and Mathematics 103 or its equivalent are required as prerequisites for these courses, with the exception of 251 which has only Economics 110 and Mathematics 103 as prerequisites. By elementary calculus is meant differentiation of single variable polynomial functions and conditions for a maximum or minimum; it does not include integration. Students are also reminded that some courses now have specific mathematics requirements; see course descriptions.

Elective Requirements:

Students must complete four Economics electives, of which at least two must be selected from advanced electives numbered 350 to 394 (or from the CDE courses offered), and one of which must be selected from electives numbered 450-475. (Note: students may substitute an extra 450+ elective for a 350-394 elective.

However, in admitting students to these courses, the department will give preference to students who have not yet taken a course numbered 450-475.)

The primary objectives of the major are to develop an understanding of economic aspects of contemporary life and to equip the student to analyze economic issues of social policy. The introductory courses stress use of the basic elements of economic analysis for understanding and resolving such issues. The two required intermediate theory courses then provide a more thorough grounding in economics as a discipline by examining the strengths and weaknesses of the price system in allocating economics resources and by examining the aggregate processes which determine employment, inflation, and growth. A course in statistical methods, either Economics 255 or alternatively, Statistics 201 plus Statistics 346 equips the major to understand and apply the basic tools of quantitative empirical analysis. In elective courses students apply theoretical tools and empirical techniques to develop a richer understanding of economic phenomena and public policy.

Graduate training in economics requires more mathematical sophistication than does undergraduate economics. We encourage students who are considering pursuing a Ph.D. in Economics to take Economics 255, Mathematics 105 (or 106), Mathematics 209, Mathematics 211 and Mathematics 301. As graduate schools also look for evidence of research experience and promise, we strongly encourage interested students to write a senior honors thesis in Economics.

Should I Major in Economics to Prepare for a Career in Business?

Economics is a social science that deals with how individuals and organizations make choices, and with the allocation of scarce resources among competing ends. An economics major is excellent preparation for a wide variety of careers: public policy, law, teaching, economics research in government or in the private sector, as well as more general careers in business. Training in economics is similar to training in other sciences: you will learn about economic systems and the relationships between economic agents and the constraints that determine these relationships. You will learn about economic data and how to test economic theories and measure economic outcomes. *Training in economics is not the same as training in business management.* Success in business is achieved by students from a wide variety of majors, not only economics, and students who choose to major in economics solely because it seems similar to majoring in business may feel frustrated in their economics courses. We advise students to acquire a broad exposure to the arts, social sciences and natural sciences, and to major in the subject

that most engages their interest, rather than attempt to acquire extensive pre-professional training while undergraduates.

Credit for Coursework Done Elsewhere

The normal requirement that nine economics courses be taken at Williams will usually be waived only on the basis of transferred credit deemed acceptable by the department. Credit is granted based on grades consistent with college policy on various examinations:

- ◆ Students who receive a 5 on the Microeconomics AP or Macroeconomics AP exam, or a 5 on each, may place out of Economics 110 or 120, or both, respectively, but major credit will be given for only one course.
- ◆ The Department will grant major credit for both Economics 110 and 120 to a student who receives a 6 or 7 on the higher-level Economics IB examination, and that student can place into any 200-level course or intermediate-level micro or macro course.
- ◆ For A levels credit, the Department will grant major credit for both Economics 110 and 120 to a student who receives a grade of A or B.

STUDY ABROAD

Students who are considering study abroad should consult with the Department's Coordinator for Transfers/Study Abroad Credits early in the process of planning a year or semester abroad. (See the Department website to determine which professor is the Coordinator for this academic year.) Economics majors or prospective majors who are considering spending all or part of their junior year abroad are strongly advised to choose sophomore courses such that they can complete their intermediate theory requirements (Economics 251, 252, and 255) prior to the start of their senior year. We recommend as well that students complete at least part of the major's advanced elective requirement prior to the beginning of the senior year. Students who hope to pursue Honors in economics but who plan to be away for all or part of the junior year are strongly advised to meet with the Department's Director of Research prior to going abroad to discuss options for pursuing honors. (See the Department website to determine the Director of Research for this academic year.)

THE DEGREE WITH HONORS IN ECONOMICS

We encourage all majors who have at least a 3.5 GPA in economics courses to consider honors. To be admitted to candidacy for honors in economics a student must complete a substantial piece of independent research. Two routes to honors are open: the Specialization Route and the Thesis Route.

1) Specialization Route, consisting of these three units:

- a. Development of a thesis proposal;
- b. An honors winter study project (W30) in January of the senior year;
- c. Economics 491 or 492 Honors Seminar. Students may pursue the Specialization Route to honors in their senior year, either in the fall semester plus WSP or WSP plus the spring semester. After selecting an advisor and discussing the topic with the advisor, the student should submit a thesis proposal to the department for approval. (A description of what should be included in proposals is listed on the department's website.) Such proposals frequently build on research papers completed for advanced electives, but this is not a requirement. Students should submit proposals at the end of the spring semester if they wish to pursue a fall-WSP thesis, and by one week after the last day of classes in December if they wish to pursue a WSP-spring thesis. The department provides a memorandum to majors with more details every spring and fall.

2) Thesis Route (Economics 493-W30-494):

A few students each year will be accepted for year-long thesis research on a subject closely related to the scholarly interests of a faculty member. A student who hopes to do such independent and advanced research in close association with a faculty member should begin to work out a mutually satisfactory topic early in the second semester of his or her junior year. Application to the department must be made before the end of the junior year by submitting a detailed proposal for work under the supervision of the faculty member. The WSP of the senior year is also spent on the thesis.

The *College Bulletin* states that students who wish to receive honors must take at least one course in addition to the minimum number required for the major. Students who pursue a year-long thesis and therefore take both Economics 493 and 494 may substitute Economics 493 for an upper-level elective (excluding those numbered 400-490) if they wish to. Students who pursue the Specialization Route to Honors may not substitute Economics 491 or 492 for an upper- (or lower-) level elective requirement.

Because economics honors theses frequently make use of empirical economic methods, students considering writing an honors thesis in economics are strongly advised to complete Economics 255 or Statistics 346 before the end of junior year.

AFRICANA STUDIES AND AREA STUDIES

A major in economics who concentrates in Africana Studies or Area Studies may substitute the non-economics courses in the concentration for one lower-level elective in the Economics major, but not for an advanced elective (350-394).

Note on course numbers: Courses between 201 and 299 are lower-level electives and are open to students who have taken 110 or 120. Courses 350 and above are advanced electives, have intermediate theory prerequisites, and are primarily designed for Economics and Political Economy majors. Courses numbered 450-475 are only open to students who have completed Economics 251, Economics 252, and who have satisfied the statistical methods requirement unless the course prerequisite explicitly indicates otherwise.

Economics

ECON 110(F,S) Principles of Microeconomics (Q)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy. This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's and Gender Studies. The department recommends that students follow this course with Principles of Macroeconomics or with a lower-level elective that has Economics 110 as its prerequisite. Students may alternatively proceed directly to Intermediate Microeconomics after taking this introductory course.

Format: lecture/discussion. Requirements: problem sets, quizzes, short essays, midterm, final exam.

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

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF, 8:30-9:45 TR, 8:30-9:45 TR, 9:55-11:10 TR, 1:10-2:25 TF

First Semester: BRAINERD, WILSON, SCHMIDT, HONDERICH
9:55-11:10 TR, 8:30-9:45 TR, 11:20-12:35 TR

Second Semester: WILSON, GAZZALE, HUSBANDS FEALING

ECON 111(S) Introduction to Economics and Its Applications (Q)

This course, open only to juniors and seniors who have not taken an economics course, is intended for students who do not wish to major in economics but who would like to learn something about the discipline and to develop a greater understanding of the ways in which economics can be used to explain behavior and to inform policy. Our focus will be on providing some very basic tools of economic analysis and important institutional background regarding the US and international economies, and then using those tools and institutional knowledge to analyze current policy issues.

Format: lecture/discussion. Requirements: problem sets, several short papers, at least one quiz, and midterm and final exam.

(Note: Economics 111 can not substitute for Economics 110 or Economics 120 as a prerequisite for admission to Economics 251 or Economics 252, respectively.) *Enrollment limit: 30 (expected: 30).*

Hour: 2:35-3:50 MR

BRADBURY

ECON 120(F,S) Principles of Macroeconomics (Q)

An introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international finance.

Format: lecture/discussion. Requirements: problem sets, short essays, midterm(s), final exam.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 40).*

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

First Semester: LALUMIA

8:30-9:45 TR, 9:55-11:10 TR, 1:10-2:25 MR, 2:35-3:50 MR, 1:10-2:25 MR

Second Semester: NAFZIGER, BAKIJA, LOVE

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: weekly discussion papers, two midterms, and a final paper and presentation.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 25).*

Hour: 8:30-9:45 TR

SCHMIDT

ECON 204(F) Economic Development in Poor Countries (Same as Environmental Studies 234)

This course is an introduction to the theory and empirics of economic development. We will begin with a brief survey of the history of economic growth and development, as well as competing theories of economic growth. The majority of the course will examine the main topics in the microeconomics of development including fertility, human capital investments, labor and land markets, savings/insurance, community-based institutions, and migration. In addition, we will explore the role of the state in economic development, the relationship between development and international trade, and the relationship between development and the environment.

Format: lecture/discussion. Requirements: problem sets, exams.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected 35). Preference to sophomores.*

Hour: 11:20-12:35 TR

N. WILSON

ECON 205(S) Public Economics

This course examines the role of the government in a market economy. Three broad issues are considered: when is government intervention in the economy appropriate? What is the most effective form of intervention? What effects do government policies have on individual incentives? The course will cover issues in both taxation and spending. Specific programs will be considered such as Social Security, Medicare, education, and public assis-

Economics

tance for the poor. We will also discuss rationales and strategies for reforming the U.S. tax system.
Format: lecture/discussion. Requirements: problem sets, policy memos, midterm and final exam.
Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 30).*
Hour: 1:10-2:25 TF

LALUMIA

ECON 207(F) The Economics of HIV/AIDS (Same as Women's and Gender Studies 207)

To fully understand how and why the AIDS pandemic is occurring, and how best to respond to it, we need economic tools. And conversely, thinking carefully about HIV/AIDS can change how we think about economics. In this class we will discuss what features of an economy could make a population particularly susceptible to infection with HIV, and what the economic impact of a largescale epidemic is. Then we will look at economic issues involved in response to the pandemic, including the tools and critiques of cost effectiveness; the development and pricing of treatment; and the political economy of North/South aid. Particular attention will be paid to gender, and the issue of care labor.

Requirements: Two short papers and a research paper. Participation in class discussion will count for part of the grade.

Prerequisites: Economics 110 and 120. *Enrollment limit: 30.*

Hour: 9:55-11:10 TR

HONDERICH

ECON 209(S) Labor Economics

This course covers basic labor markets and the determination of wages in the U.S. The determination of wages and employment levels through demand and supply of labor in competitive and non-competitive markets is the basis for analyzing the wide range of outcomes we observe in the U.S. Differences in earnings and employment are analyzed through a variety of mechanisms such as labor force participation, the role of unions, human capital accumulation and occupational choices. Topics with important public policy implications such as discrimination and affirmative action, minimum wages, and immigration will also be presented. Theoretical models will be presented and critiqued with empirical evidence from U.S. labor markets.

Format: lecture/discussion. Evaluation will be based on a combination of exams and short policy papers.

Prerequisites: Economics 110; students who have completed Economics 251 must have permission of instructor. *Enrollment limit: 40 (expected: 25). Preference given to first-year students and sophomores.*

Hour: 8:30-9:45 MWF

BRAINERD

ECON 211 Gender in the Global Economy (Same as Women's and Gender Studies 211) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/econ/econ211.php)

HONDERICH

ECON 212(S) Agriculture and Development Strategy (Same as Economics 512, Environmental Studies 212 and International Studies 201)

This course examines the role of agriculture in the development process, and the effects of government policy on the agricultural sector. We will focus on smallholder agriculture in Africa, and we will particularly examine the role of agricultural development in poverty alleviation and food security. Among other topics to be considered will be land tenure arrangements and their impact on land, forest, and water management; the role of commercialization; and the impacts of trade and globalization.

Format: lecture/discussion. Requirements: multiple 5- to 8-page papers, plus occasional assignments based on readings. One long paper may be substituted for the short paper.

Prerequisites: This class will use the language of economics, but there is no formal prerequisite. *Enrollment limit: 19 (expected: 12-14). Preference given to International Studies concentrators.*

Hour: 8:30-9:45 TR

GOLLIN and KISAMBA MUGERWA

ECON 213 The Economics of Natural Resource Use (Same as Environmental Studies 213) (Not offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ213.php)

ECON 214(S) The Philosophy and Economics of Higher Education (Same as INTR 290 and Philosophy 290) (W)

(See under PHIL 290 for full description.)

DUDLEY and SCHAPIRO

ECON 215(F) International Trade, Globalization and Its Effects

This course is an introduction to international trade and finance with an emphasis on issues of current interest. Topics to be discussed may include: the gains from trade; why nations trade; different theories of the pattern of trade; the effects of tariffs and other trade barriers on national welfare and income distribution; the balance of payments, the determination of foreign exchange rates, and alternative exchange rate regimes.

Format: lecture/discussion. Requirements will include problem sets, a midterm, and a final exam.

Prerequisites: Economics 110. *Students who have completed Economics 251 must have permission of the instructor. Enrollment limit: 35 (expected: 35).*

Hour: 8:30-9:45 MWF

SAVASER

ECON 219T(F) Global Economic History (W)

Why did Western Europe—and not China, India, or the Middle East—first experience the Industrial Revolution? Why did Latin America fall behind in the 20th century? Why have the countries of East Asia recently experienced such high rates of economic growth? And why has Africa remained so poor for so long? These and other questions will guide our exploration of world economic development over the past several millennia. We will draw on micro and macroeconomic theory to help explain and interpret the historical roots of the modern global economy. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, cultural and technological revolutions, and market developments have driven economic changes.

Format: tutorial. Requirements: will meet weekly for one hour in groups of two. Evaluation will be based on five 5- to 7-page papers, critiques of fellow students' papers, a longer revision of a paper, and engagement in discus-

Economics

sion.

Prerequisites: Economics 110 and 120 or equivalent. *Preference will be given to freshmen and sophomores intending to major in economics. Enrollment limit: 10 (expected: 10).*
Tutorial meetings to be arranged.

NAFZIGER

ECON 220 American Economic History (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/econ/econ220.php)

NAFZIGER

ECON 222 Economics of the Arts and Culture (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/econ/econ222.php)

S. SHEPPARD

ECON 229 Law and Economics (Not offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ229.php)

GENTRY

ECON 230 The Economics of Health and Health Care (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ230.php)

SHORE-SHEPPARD

ECON 235 Urban Centers and Urban Systems (Not offered 2008-2009) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ235.php)

S. SHEPPARD

ECON 240T Colonialism and Underdevelopment in South Asia (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ240.php)

A. V. SWAMY

ECON 251(F,S) Price and Allocation Theory (Q)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and non-competitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis. Instructors may use elementary calculus in assigned readings, lectures, exams, and problems.

Format: lecture. Requirements: problem sets, one or two midterms, and a final exam. (*Note: Requirements for Bradburd's section: problem sets, quizzes, one or two short essays, two midterms, and a final exam.*)

Prerequisites: Economics 110 and Mathematics 103 or its equivalent. *Enrollment limit: 25 (expected: 25).*

Hour: 9:55-11:10 TR, 1:10-2:25 MR, 2:35-3:50 MR

First Semester: KONISHI, RAI

Second Semester: KONISHI, BRADBURY

ECON 252(F,S) Macroeconomics (Q)

A study of macroeconomic theory and policy: the determinants of aggregate output, employment and prices, and the tools of monetary and fiscal policy used by the government in attempts to promote growth and limit inflation. The purpose is both to explain macroeconomics theory and to use it as a framework for discussing the current state of the U.S. economy and for analyzing recent economic policy. Instructors may use elementary calculus in assigned readings, exams, and lectures.

Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Economics 110 and 120 and Mathematics 103 or its equivalent. *Expected enrollment: 30.*

Hour: 1:10-2:25 TF, 2:35-3:50 TF, 8:30-9:45 TR

First Semester: P. PEDRONI, KUTTNER

8:30-9:45 MWF, 11:00-12:15 MWF

Second Semester: SAVASER

ECON 253(F) Empirical Methods in Political Economy (Same as Political Economy 253) (Q)

This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal—an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Format: lecture and discussion. Requirements: problem sets, group projects, short essays, and three quizzes.

Prerequisites: Mathematics 103 or its equivalent and one course in Economics. *Enrollment limit: 19 (expected: 19).* Required in the Political Economy major but open to non-majors. This course does not satisfy the econometrics requirement for the Economics major.

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

Hour: 2:35-3:50 MR

SHORE-SHEPPARD

ECON 255(F,S) Econometrics (Q)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and group presentations.

Prerequisites: Mathematics 103 and Statistics 101 (formerly Mathematics 143) or Statistics 201 or equivalent plus one course in Economics. *Enrollment limit: 35 (expected: 35).*

Hour: 2:35-3:50 MR, 11:20-12:35 TR

First Semester: ZIMMERMAN, A. V. SWAMY

2:35-3:50 TF, 11:20-12:35 TR

Second Semester: A. V. SWAMY, KUTTNER

ECON 299(F) Economic Liberalism and Its Critics (Same as Political Economy 301 and Political Science 333)

(See under POEC 301 for full description.)

GOLLIN and MAHON

ADVANCED ELECTIVES**ECON 351 Tax Policy (Not offered 2008-2009) (Q) (W)**
(www.williams.edu/Registrar/catalog/depts/econ/econ351.php)

GENTRY

ECON 352(S) Regulatory Reform and Innovation (W)

Recent national initiatives and legislative statutes on competitiveness, including the America COMPETES Act, encourage the development of an infrastructure that promotes innovation and competitiveness in the public and private sectors. Yet the organization of our markets and institutions will in part determine the success of such initiatives. The purpose of this course is to examine how current regulatory structure promotes or impedes economic competitiveness. The efficacy of government policies in promoting the competitiveness of industries in local and global markets will be examined in this course. We will focus on a broad spectrum of regulations and regulatory reforms that have affected the transportation, telecommunications, electricity, pharmaceutical, and information technology sectors, as well as policies that have had significant impacts on financial markets, intellectual property rights and the environmental policy. We will also consider the implications of market and regulatory failures.

Format: discussion. Requirements: weekly response papers, a midterm and a final paper. No final exam.

Prerequisites: Economics 251. *Enrollment limit: 20 (expected: 20). Preference given to junior and seniors.*

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

HUSBANDS FEALING

ECON 353(F) Decision Theory (Q)

Studies of decision-making suggest that most people substantially violate even undemanding models of rationality. Are people truly irrational, and, if so, can anything be done about it? This course focuses on normative decision-making (how we should make decisions under general conditions), descriptive decision-making (how we do make decisions under actual conditions), and the contrast between the two. We proceed to a view of prescriptive decision-making, or how we might combine normative and descriptive insights to improve decision-making and judgment. Topics include decision-analytic methods for improving decision-making rigor (e.g., decision trees); microeconomic concepts and tools for optimization problems; game theory as appropriate; insights from cognitive psychology on heuristics (short cuts) that sometimes help, but often distort, decision-making; integrated models of judgment that call for both analysis and intuition; insights from the newly-emerging studies of judgment and wisdom. Until a few years ago, this topic was given normative treatment in departments of engineering, statistics and economics, and was separately taught as a descriptive science in departments of psychology. The apparent value of combining the two into a single, prescriptive analysis of decision-making and judgment has led to a recent wave of interdisciplinary approaches such as the one adopted in this course.

Requirements: multiple problems and case analyses, one project, final exam.

Prerequisites: Economics 251 and Mathematics 104 or higher or permission of instructor. Statistics 101 or 201 helpful but not required. *Enrollment limit: 25 (expected: 25).*

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

FORTUNATO

ECON 357T(F) The Strange Economics of College (W)

This tutorial applies economic theory and econometric techniques in analyzing selected topics relating to the economics of higher education. The intent is not to try to expose you to all aspects of higher education economics. Instead, we will focus on issues of college access and choice, pricing policy, productivity, economic and non-economic educational returns, academic tenure, selective admission, peer effects, and merit aid.

Format: tutorial; will meet in groups of 3. Evaluation will be based on the economic substance and writing effectiveness of revised drafts of four 8-page papers along with eight 4-page critiques, as well as the quality of the oral presentations and the contribution to tutorial discussions.

Prerequisites: Economics 251. *Enrollment limit: 6 (expected: 6). Preference given to juniors and seniors.*

Tutorial meetings to be arranged.

SCHAPIRO

ECON 358 International Economics (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/econ/econ358.php)

ECON 359 The Economics of Higher Education (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/econ/econ359.php)

ZIMMERMAN

ECON 360(F,S) International Monetary Economics

This course studies the macroeconomic behavior of economies that trade both goods and assets with other economies: international financial transactions, especially the buying and selling of foreign money, the role of central banks and private speculators in determining exchange rates and interest rates, and the effects of international transactions on the overall performance of an open economy. Additional topics may include the "asset market approach" to exchange rate determination, the nature and purpose of certain international institutions, and important current events.

Format: lecture. Requirements for first semester: two hour tests and a choice between a 10-page paper or a comprehensive final; requirements for second semester: two exams and a term paper.

Prerequisites: Economics 251 and 252. *Enrollment limit: 25 (expected: 25).*

Hour: 11:00-12:15 MWF

11:20-12:35 TR

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 interna-

Economics

tional trade theory. Second, competitive strategies of indigenous and foreign rivals in U.S., Pacific rim, and European markets are explored. Third, the efficacy of government policies in promoting the competitiveness of industries in global markets is discussed. Case studies of firms, industries, and countries will be utilized.

Format: lecture/discussion. Requirements: a research paper and exam(s).

Prerequisites: Economics 251. *Enrollment limit: 25 (expected: 25). Preference given to senior Economics majors.*
Hour: 7:00-9:40 p.m. M FORTUNATO

ECON 363(FS) Money and Banking

This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? Second, it analyzes the role of the central bank and the conduct of monetary policy. Special attention will be given to the organization and the operation of the Federal Reserve System, but other monetary policy regimes will also be considered. Third, it studies the complexities associated with managing and regulating modern financial instruments. The impact of incentives on the shape and evolution of the financial system will be stressed throughout. Format: lecture and discussion. In class taught during the fall, students will simulate a meeting of the Federal Reserve Open Market Committee, either to decide on monetary policy or to debate a current policy monetary policy or regulatory issue; in class taught during the spring, students will gain insights into the implementation of monetary policy through a simulation of the Federal funds market. Requirements: problem sets, midterm, short presentation (for the FOMC simulation), paper/policy note, and a final.

Prerequisites: Economics 252. *Enrollment limit: 25 (expected: 25). Preference given to Economics majors.*

Hour: 1:10-2:25 MR

8:30-9:45 TR

First Semester: CAPRIO

Second Semester: KUTTNER

ECON 371T(S) Economic Justice

This tutorial will examine normative and empirical aspects of economic justice, with a special emphasis on concerns related to income distribution. The course is loosely structured around three questions: a) How ought income be distributed? b) How is income distributed? c) What policies should be considered when a) and b) differ? The first question moves us into the area of ethics. We will spend several classes discussing the connections between economic analysis and ethical theory. The second question moves us into the area of facts and theories surrounding income distribution. The third question moves us to consider policy responses to any perceived problems. In considering question c) we will focus on issues related to the distribution of income and status in the United States. Format: tutorial; will meet weekly for one hour in groups of 2. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 251 and 253 or 255 or Statistics 346 or permission of the instructor. *Enrollment limit: 10 (expected 10). Preference will be given to Economics majors.*

Tutorial meetings to be arranged.

ZIMMERMAN

ECON 374T Poverty and Public Policy (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ374.php)

SHORE-SHEPPARD

ECON 375T Speculative Attacks and Currency Crises (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ375.php)

MONTIEL

ECON 376 The Economics of Labor (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ376.php)

BRAINERD

ECON 379(F) Economics of the Environment (Same as Environmental Studies 379) (Q)

This course acquaints students with an intermediate level of environmental and natural resource economics. First half of the course will be devoted to establishing an understanding of basic theoretical concepts as they apply to real-world environmental and resource problems. The topics include externalities, public goods, common property resources, taxes, standards, tradable pollution permits, and inter-temporal resource management. Second half will discuss more advanced topics and familiarize students with analytical tools and models commonly used in environmental and resource economics. The topics include cost-benefit analysis, non-market valuation, choice of pollution-control instruments, uncertainty and the role of information, inter-temporal models of renewable and non-renewable resources, and international environmental treaties.

Format: lecture/discussion. Requirements: written problem sets, a midterm, a short essay, and a final exam.

Prerequisites: Economics 251, familiarity with statistics. *Enrollment limit: 25 (expected: 20). Preference given to senior majors.*

Hour: 2:35-3:50 TF

KONISHI

ECON 380(S) Population Economics

This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

Format: lecture/discussion. Requirements will include at least one exam, a research paper and a class presentation.

Prerequisites: Economics 251 or 255 or permission of the instructor. *Enrollment limit: 25 (expected: 25). Preference given to senior Economics majors.*

Hour: 11:20-12:35 TR

SCHMIDT

ECON 382 Industrial Organization (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/econ/econ382.php)

Economics

ECON 383 Cities, Regions and the Economy (Not offered 2008-2009)
(www.williams.edu/Registrar/catalog/depts/econ/econ383.php)

S. SHEPPARD

ECON 384 Corporate Finance (Not offered 2008-2009) (Q)
(www.williams.edu/Registrar/catalog/depts/econ/econ384.php)

GENTRY

ECON 385(S) Games and Information (Q)

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life. Applications include auctions, labor contracts, debt relief, and corruption.

Format: lecture/discussion. Requirements: exams, problem sets and a substantial final project that involves modeling a real world situation as a game.

Prerequisites: Economics 251; Mathematics 105 (or permission of the instructor). *Enrollment limit: 25 (expected: 25).*

Hour: 1:10-2:25 TF

RAI

ECON 386(S) Environmental Policy and Natural Resource Management (Same as Economics 515 and Environmental Studies 386) (Q)

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/seminar. Requirements: written problem sets, a midterm and a research paper and/or a final exam.

Prerequisites: Economics 251, familiarity with statistics. *Enrollment limit: 25 (expected: 20). Preference given to senior majors and CDE masters.*

Hour: 9:55-11:10 TR

KONISHI

ECON 388(S) Urbanization and Development (Same as Economics 521 and Environmental Studies 388)

(See under ECON 521 for full description.)

S. SHEPPARD

ECON 392(F) Finance and Capital Markets (Q)

This course gives a survey of financial markets and currency trading. We begin by exploring the role of capital markets in the flow-of-funds between savers and investors, their role in risk redistribution and continue with the analysis of exchange-rate markets. Topics include: risk and return tradeoffs, models of stock and bond prices, the capital asset pricing model, financial derivatives (options, futures, currency swaps), hedging, "efficient markets" theories of financial markets and order flow analysis in currency markets.

Evaluation will be based on problem sets, midterm, final, a project and class participation.

Prerequisites: Economics 251 and either Statistics 101 or 201 or Economics 253 or Economics 255. *Enrollment limit: 25 (expected: 25). Preference to majors.*

Hour: 11:00-12:15 MWF

SAVASER

ECON 394(F) European Economic History

Why did modern economic growth first occur in Europe, and not in China or the Middle East? Why did the Industrial Revolution occur in Britain and not France? Why did the economy of the Soviet Union collapse in the 1980s? What drove European economic integration? This course will explore these and other questions related to the economic development of Europe from the early modern period until today. We will investigate how institutional change, technology, industrialization, social welfare policies, trade and globalization, and government intervention have affected the process of economic growth. Drawing on a wide variety of empirical and theoretical readings, the perspective of the course will be comparative, both across Europe and to the experiences of developing countries today.

Format: lecture/discussion. Requirements: midterm, short problem sets, final, and a research paper.

Prerequisites: Economics 251 or 252 AND either 253, 255, or equivalent. *Enrollment limit: 25 (expected: 25).*

Hour: 11:20-12:35 TR

NAFZIGER

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

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

With permission of the department, an approved project may count as one of the two advanced electives required for the major.

Prerequisites: consent of an instructor and of the department chair.

Hour: TBA

Members of the Department

ECON 451(S) The Macroeconomics of National Saving

This seminar provides a detailed examination of topics related to the macroeconomics of national saving (which is the sum of household, corporate, and government saving). Topics include theoretical and empirical analyses of the effects of budget deficits on economic growth; general-equilibrium effects of taxation and government spending; the efficacy of tax-favored saving vehicles, such as 401(k) plans, in promoting national saving and welfare; the effects of national saving on capital accumulation and labor supply; and the intergenerational consequences of

Economics

deficits and debt. The emphasis in this seminar will be on quantifying the importance of these topics using a combination of econometrics and numerical models. Students will have an opportunity to apply these methods in a required end-of-term research paper.

Format: seminar. Requirements: midterm, final, class participation and research paper.

Prerequisites: Economics 251, 252, and 255. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 2:35-3:50 MR

LOVE

ECON 452T Economics of Community Development (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ452.php)

S. SHEPPARD

ECON 456(S) Income Distribution

This course examines the distribution of income in the U.S., with particular emphasis on how it is affected by taxes, transfers, and other government programs. Most of the course will focus on the bottom of the income distribution, where the role for policy is greatest. Questions to be addressed may include the following: What are the causes and consequences of poverty? How do welfare, the minimum wage, and the EITC affect those in poverty? How does discrimination affect the incomes of various demographic groups? What are the effects of affirmative action? How much mobility is there across the income distribution? What explains the recent growth in income at the top of the distribution, and the resulting increase in inequality?

Format: seminar/discussion. Requirements: short writing assignments, computer lab exercises, oral presentations, and a final research paper.

Prerequisites: Economics 251 and 253 or 255 or equivalent. *Enrollment limit: 19 (expected: 19). Preference: senior economics majors.*

Hour: 11:20-12:35 TR

LALUMIA

ECON 457 Public Economics Research Seminar (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/econ/econ457.php)

BAKIIA

ECON 458T Economics of Risk (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/econ/econ458.php)

GENTRY

ECON 459(F) Economics of Institutions

Why are some countries rich and others poor? There are numerous candidate explanations emphasizing factors ranging from demography to technological innovation to unequal international relations. However, some economists like Douglass North and Mancur Olson have argued that beneath the profusion of proximate causes the quality of a country's "institutions" fundamentally determines its economic prospects. The word "institutions" is used broadly; it can refer to micro-structures like households or macro-structures like the state. The course will survey the literature on institutions and economic development, discussing both developed and developing countries. Readings will largely consist of published journal articles and unpublished work of similar quality. Students should expect to use microeconomic theory and econometrics learned in previous courses. Evaluation will be based on four short papers of 7-10 pages each.

Format: seminar.

Pre-requisites: Economics 251, Economics 253 or 255 or the equivalent. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors. Students who have already taken Economics 502 will not be admitted.*

Hour: 1:10-2:25 TF

A. V. SWAMY

ECON 461(S) Computable General Equilibrium (CGE) Modeling (Same as Economics 504)

The Computable General Equilibrium (CGE) model is an important tool for applied policy work. CGE models are the primary tool for many government organizations when evaluating policy alternatives and are also used extensively by various NGO's when deciding aid and policy recommendations. The great advantage of these models is that they capture the general equilibrium feedback effects of policy proposals on various sectors of the economy. This is of great importance to applied work, as this allows the identification of the winners and losers from potential policies. The class will begin with a general overview of CGE models. This overview will be rigorous and mathematical. This course will use the free programming packages GAMS and MPSGE to implement various CGE models using real world data. While no previous computer experience is required, some familiarity with at least one programming language is recommended. During the latter part of the course, students will create a CGE model for a country of their choice and conduct policy experiments using their model. Interested students could continue this project as a potential thesis topic.

Format: lecture/discussion. Evaluation will be based on problem sets, two midterms, final project and presentation.

Prerequisites: Mathematics 105, Economics 251. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 2:35-3:50 MR

ROLLEIGH

ECON 463(S) Financial History

This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of finance in economic development historically; the relationship between finance and government, and the extent to which it has changed over time; the lessons from early stock market, real estate, canal, railroad, and even tulip bubbles, for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases. The course also examines the tools that were developed in earlier epochs to deal with different risks, evaluate their efficacy, and consider lessons for modern financial regulation. Implications and lessons for current financial issues will be discussed throughout.

Format: seminar. Evaluation will consist of three short papers, one draft and the final research paper, at least one

oral presentation and contributions to class discussions.

Prerequisites: Economics 363, 384 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 1:10-2:25 TF

CAPRIO

ECON 464(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 important and integral part of the course, but no previous training is expected. Economics majors who are considering writing an honors thesis on related topics are encouraged to enroll in this course during the spring semester of their junior year. Students studying abroad during their junior year may nonetheless take this course during their senior year.

Format: seminar. Requirements: short empirical projects, midterm, term paper.

Prerequisites: Economics 252, Economics 255 or equivalent, and Economics 360. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 2:35-3:50 MR

P. PEDRONI

ECON 465(S) Behavioral and Experimental Economics

Ample empirical and experimental evidence suggests significant departures from classical assumptions of economics such as perfect rationality and self-interested behavior. In this course, we review this evidence with an eye towards identifying systematic ways in which behavior deviates from our classical assumptions and generating new, and hopefully more realistic, assumptions of behavior. We explore the empirical, theoretical and policy implications of these findings.

Format: seminar. Requirements: one long paper, one short paper, and a series of critiques.

Prerequisites: Economics 251 and 253 or 255 or the equivalent. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.* (Students who have not taken econometrics may apply to be admitted to the course after meeting with Prof. Gazzale).

Hour: 1:10-2:25 MR

GAZZALE

ECON 466 Economic Growth: Theories and Evidence (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/econ/econ466.php)

D. GOLLIN

ECON 467T(S) Development Successes (Same as Economics 518T) (W)

Although living standards in most of the world's poor countries have increasingly fallen behind those of the rich industrial countries, a relatively small number of countries that were quite poor in the middle of the last century have achieved dramatic improvements in their incomes since then. These development successes include countries such as Japan, the four dragons (Hong Kong, Korea, Singapore, and Taiwan), the MIT economies (Malaysia, Indonesia, and Thailand), the Asian giants of China and India, as well as non-Asian economies as diverse as Botswana, Chile, and Turkey. This tutorial will explore why these countries have apparently succeeded where many other poor countries have failed. A particular focus of the course will be on extracting insights from the experiences of these success cases about the broad development strategies that have been advocated over the past 50 years by scholars as well as by the international financial institutions.

Format: tutorial. Methods of evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students.

Prerequisites: Economics 204 or 501. *Enrollment limit: 10 (expected: 10). Preference given to senior majors.*

Tutorial meetings to be arranged.

MONTIEL

ECON 468(S) Microfinance (Same as Economics 508) (D) (Q)

Unequal access to finance (loans, savings, insurance) contributes to the persistence of poverty in developing countries. We review evidence that the entrepreneurial poor lack access to loans, and discuss how repayments can be enforced even when borrowers do not have collateral. We discuss how recent innovations in micro-insurance can reduce vulnerability. We will study the role of governments and donors in equalizing financial access through subsidies or targeting. Finally, we shall explore how microfinance can empower women within the household. Readings include current empirical and theoretical research in development economics. This course is an EDI course because it critically analyzes how microfinance interventions can reduce inequality both within and across households.

Format: seminar. Evaluation will be based on a midterm, a series of short papers and a longer final paper.

Prerequisites: Economics 251 and 255. *Enrollment limit: 19 (expected 19). If overenrolled, preference will be given to senior majors and CDE fellows.*

Hour: 2:35-3:50 TF

RAI

ECON 469(S) Economics of Global Health and Population

This course examines issues in global health and population in developing and formerly socialist countries, with a focus on econometric methods and applied microeconomic theory. We will analyze trends in global health and population, the determinants and consequences of changing population health, and approaches to the design, implementation and evaluation of policies to address health and population problems. Specific topics we will discuss include the HIV/AIDS epidemic, labor market returns to health, child mortality and 'missing women', the mortality crisis in the former Soviet Union, and the long-run impact of disease.

Format: lecture/discussion. Requirements: several short papers and econometric exercises, and an empirical research paper.

Economics

Prerequisites: Economics 251 or 251M and Economics 253 or 255. *Enrollment limit: 19 (expected: 19). Preference to senior majors.*
Hour: 11:00-12:15 MWF

BRAINERD

ECON 475(F) Advanced Microeconomic Theory (Q)

This course examines the mathematical underpinnings of advanced economics. This includes proofs of the following: existence and uniqueness of competitive equilibrium in a variety of environments, first and second fundamental welfare theorems, existence of Nash equilibrium, and others. The focus of this class is primarily on the mathematical proofs. These proofs are essential components of any graduate program in economics. Students who wish to see pure math theorems applied to other fields may also be interested.

Format: lecture. Requirements: problem sets, two midterms, class participation, and a final exam.

Prerequisites: Mathematics 105 or equivalent, Economics 251. *Enrollment limit: 19 (expected: 19). Preference given to senior majors.*

Hour: 9:55-11:10 TR

ROLLEIGH

ECON 491(F)-W30 or ECON W30-492(S) Honors Seminar

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on his/her work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

Prerequisites: admission by the department. Required for honors in Economics unless a student writes a year-long thesis.

ECON 493(F)-W31-494(S) Honors Thesis

A year-long research project for those honors candidates admitted to this route to honors. Prerequisites: admission by the department in the spring of the junior year.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Juniors and seniors majoring in Economics or Political Economy may, with the permission of the instructor, enroll in graduate courses given by the Center for Development Economics (described below). Many of these courses are already cross-listed as undergraduate courses, and will count as an undergraduate elective indicated by the cross-listed course number. Other courses might substitute for an elective in the major, *but only with the permission of the chair of the department.*

ECON 501(F) Development Economics I

The course examines concepts, tools, and models in contemporary economic theory that have proved relevant to development problems, and their application in economic policymaking. Topics include growth processes and structural change; investment and sources of saving; capital, labor, and technological progress; policies for public, private, and foreign enterprises; policymaking and negotiation in governments; and policies for reducing poverty and inequality.

Format: lecture/discussion. Requirements: short papers, two midterms, and a final exam.

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and requires instructor's permission.*

Hour: 8:30-9:45 TR

D. GOLLIN

ECON 502(S) Institutions and Governance

Over the last two decades economists have become increasingly aware of the importance of the "social infrastructure" at various levels of economic activity: capable and honest government officials must be available to formulate and implement policies, markets must be supported by suitable institutional frameworks, property rights must be secure, and contracts reliably enforced. Even the structure of the household, the smallest institution analyzed by economists, has been shown to have an important influence on economic development. This course will survey the growing literature on institutions and governance. Evaluation will be based on several short papers. The class will primarily follow a discussion format.

Note: Requires permission of instructor. Students who have previously taken Economics 459 will not be enrolled. Prerequisites: At least one among Economics 253, Economics 255, Economics 510, Economics 511, Statistics 346. *Enrollment limit: 19 (expected: 19).*

Hour: 9:55-11:10 TR

A. V. SWAMY

ECON 503(F) Public Economics

Public economics is the branch of economics concerned with government expenditure and taxation, focusing primarily on microeconomic aspects of these activities. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what is a good policy?" This seminar will present the basic principles for public economics, and apply them to topics of particular importance in developing countries. The course will begin by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, and equity. Applications include education, health care, aid to the poor, and infrastructure. We then move on to the economics of taxation, considering what kinds of taxes are used in developing countries and how they are designed, the economic and distributional effects of taxation, questions of administration and evasion, and options for reform. Time permitting, we will also address topics such as public enterprises, political economy, and decentralization.

Format: lecture/discussion. Requirements: problem sets, one 5- to 7-page paper, a 15-page final paper, midterm, and a final exam.

Prerequisites: Economics 251. In addition, an empirical methods course (Economics 253, 255, 510 or 511, or Statistics 346) must be taken before or concurrently with this class. *Enrollment limit: 30 (expected: 25-30). Undergraduate enrollment limited and requires instructor's permission.*

Hour: 11:00-12:15 MWF

BAKIIA

ECON 504 Computable General Equilibrium (CGE) Modeling (Same as Economics 461) (Not offered 2008-2009)

(See under ECON 461 for full description.)

ROLLEIGH

ECON 505(S) Finance and Development

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth, and reviews different models of financial sector development and their influence on how governments viewed the sector. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

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

Prerequisites: Economics 251 and 252. *Enrollment limit: 30 (expected: 25-30). Undergraduate enrollment limited and requires instructor's permission.*

Hour: 11:00-12:15 MWF

CAPRIO

ECON 507(S) International Trade and Development

This course explores foreign exchange problems of developing countries and possible means to deal with them; evolving theories of comparative advantage and their relevance to trade policy; strategies of import substitution and export promotion and their consequences for employment, growth, and income distribution; foreign investment, external debt, IMF stabilization programs, and the world financial system.

Format: lecture/discussion. Requirements: problem sets, two midterms, and a final.

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and requires instructor's permission.*

Hour: 11:20-12:35 TR

ROLLEIGH

ECON 508(S) Microfinance (Same as Economics 468) (D) (Q)

(See under ECON 468 for full description.)

RAI

ECON 509(F) Developing Country Macroeconomics

This course focuses on the relationship between macroeconomic policies and economic growth in developing countries. After examining the links between macroeconomic stability and long-run growth, the rest of the course is divided into three parts. The first part is devoted to the construction of an analytical model that is suitable for analyzing a wide variety of macroeconomic issues in developing countries. This model provides the general framework for a more specific analysis of fiscal and monetary policies in the two remaining parts. In analyzing fiscal policy, the course will consider in particular the requirements of fiscal solvency and the contribution that fiscal policy can make to macroeconomic stability. It will also examine alternative methods for achieving fiscal credibility, including the design of fiscal institutions. The final part of the course will turn to an analysis of central banking, focusing on central bank independence, time consistency of monetary policy, and the design of monetary policy rules in small open economies.

Format: lecture. Requirements: two hour tests and a comprehensive final exam.

Prerequisites: Economics 251 and 252. *Expected enrollment: 25-30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 8:30-9:45 MWF

MONTIEL

ECON 510(F) Statistics/Econometrics

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Admission to 510 depends on previous background in statistics and mathematics.

Format: lecture/discussion. Requirements: problem sets, two hour exams, and a final.

Enrollment limited to CDE students.

Hour: 11:20-12:35 TR

KUTTNER

ECON 511(F) Statistics/Econometrics: Advanced Section

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a more mathematical exposition.

Admission to 511 depends on previous background in statistics and mathematics.

Format: lecture/discussion. Requirements: problem sets, two hour exams, and a final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 9:55-11:10 TR

SHORE-SHEPPARD

ECON 512(S) Agriculture and Development Strategy (Same as Economics 212, Environmental Studies 212 and International Studies 201)

(See under ECON 212 for full description.)

GOLLIN and KISAMBA MUGERWA

ECON 513(S) Developing Country Macroeconomics II

This lecture course is a continuation of Economics 509. The first part of the course extends the analysis of the first semester to several open-economy issues that arise in developing countries, especially with respect to the interactions among exchange rate regimes, monetary policy regimes, and policies directed at the financial account of the balance of payments. The second part of the course will apply these analytical tools, as well as those developed in Economics 509, to an examination of the various types of crises that have afflicted developing countries over the past three decades, considering in particular the implications of such crises for growth and development.

Format: lecture. Requirements: two hour tests and a comprehensive final exam.

Economics

Prerequisites: Economics 509. *Expected enrollment: 25-30. Undergraduate enrollment limited and requires instructor's permission.*
 Hour: 8:30-9:45 MWF

MONTIEL

ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 464) (Q)

(See under ECON 464 for full description.)

P. PEDRONI

ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Environmental Studies 386) (Q)

(See under ECON 386 for full description.)

KONISHI

ECON 516T(S) International Financial Institutions

This tutorial will explore issues in economic development and finance with a focus on writing short papers laying out the critical dimensions of these issues and the appropriate policy measures to deal with them. Topics will include: the lessons of the 1990s for developing economies; speeding up growth in slow-growing economies; dealing with rises in imported food and energy prices; the impact of China's growth on emerging market trade and development; handling capital inflows, foreign investment and foreign portfolio investment; the growth and risks of domestic government debt, economic and financial crises; and country interactions with the IMF and the World Bank.

Format: tutorial. Requirements: Students will write five papers and deliver formal contents on 5 papers written by other students.

Open to CDE students and, with the permission of the instructor, undergraduates. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

HANSON

ECON 518T(S) Development Successes (Same as Economics 467T) (W)

(See under ECON 467 for full description.)

MONTIEL

ECON 520T(S) Inclusive Growth: The Role of Social Safety Nets

Designing and implementing effective national strategies to promote inclusive economic growth can require difficult policy reforms, sometimes with adverse short-term impacts for vulnerable groups within society. Social safety nets provide a pro-poor policy instrument that can balance trade and labor market reform, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social safety nets help the poor to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. This tutorial will offer students the opportunity to explore the role of social safety nets in promoting inclusive economic growth, drawing on case studies from Africa, Asia, Latin America and Eastern Europe. The first part of the tutorial will define social safety nets within the broader context of social protection, examining the diversity of instruments and their linkages to economic growth. The second part will delve more deeply into the design and implementation of effective interventions, assessing program choice, affordability, targeting, incentives and other issues. The third part will analyze the role of social safety nets in supporting economic growth strategies, drawing on international lessons of experience.

Format: tutorial. Methods of evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students.

Enrollment limit: 10 (expected: 10).

Tutorial meetings to be arranged.

SAMSON

ECON 521(S) Urbanization and Development (Same as Economics 388 and Environmental Studies 388)

At current rates of growth, the combined population of urban areas in developing countries will double in the next 30 years. The land area devoted to urban use is expected to double even more quickly. The costs of providing housing and infrastructure to accommodate this growth are enormous, but the costs of failing to accommodate urban development may be even larger. The decisions made in response to these challenges will affect the economic performance of these countries and the health and welfare of the urban residents. By affecting global patterns of energy use, these decisions will have broader impacts on the entire planet. This course will focus on these challenges. What are the economic forces that drive the process of urbanization, and how does the level of urbanization affect economic development? How are policies towards housing, transportation, public finance and development affected by urbanization? What policy choices are available, and which are most likely to succeed in dealing with the challenges of urban growth?

Format: lecture/discussion. Requirements: a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data.

Prerequisites: Economics 251 plus 253, 255, 510 or 511. *Expected enrollment: 20. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 1:10-2:25 MR

S. SHEPPARD

ECON 530(S) Research Studies

In this course, each Fellow carries out an individual research study on a topic in which he or she has particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

ENGLISH (Div. I)

Chair, Professor PETER MURPHY

Professors: I. BELL***, R. BELL, BUNDTZEN***, CASE, FIX, KLEINER, KNOPP, LIMON, MURPHY, PYE**, RAAB, ROSENHEIM, J. SHEPARD, D. L. SMITH*, SOKOLSKY, SWANN, TIFFT. Associate Professors: T. DAVIS, KENT***. Assistant Professors: MCWEENY*, RHIE*, THORNE**, SCHLEITWILER. Senior Lecturer: CLEGHORN\$. Lecturers: BARRETT*, DE GOOYER\$, K. SHEPARD\$. Visiting Associate Professor: PETHICA***. Visiting Assistant Professor: UM. Visiting Lecturer: P. PARK. Bernhard Emeritus Faculty Fellow: GRAVER. Margaret Bundy Scott Visiting Professor: RUSSELL.

COURSES AND COURSE-NUMBERING

The course offerings in English enable students, whether majors or non-majors, to explore literature in a variety of ways, and to satisfy their interests in particular authors, literary periods, and genres. They emphasize interpretive skills, systematic and critical thinking, and careful attention to the generic, cultural, and historical contexts of literature written in English.

100-LEVEL COURSES

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills as well as skills in writing and argumentation. The department also offers English 150, *Expository Writing*, a course focusing on analytic writing skills. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course other than 150 is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the International Baccalaureate.

200-LEVEL COURSES

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English Majors, or who are interested in pursuing upper-level course work in the department. *All Gateway courses are writing-intensive. First-year students who have placed out of the 100-level courses are encouraged to take a Gateway course as their introduction to the department. Completion of a Gateway course is a requirement for the major.*

300-LEVEL COURSES

The majority of English Department courses are at the 300 level. 300-level courses are open to sophomores, juniors, and seniors. First-year students who wish to enroll in a 300-level course are advised to consult the instructor.

400-LEVEL COURSES

400-level courses are intensive, discussion-oriented classes that place a premium on independent, student-initiated work. Such classes can be structured in a variety of ways. A class might culminate in a long final paper on a topic of the student's devising and involve conferences focused on the progress of that project. A course might alternate tutorial sessions with seminar meetings, or it might take the form of a colloquium, with discussions organized around individual or group presentations on different aspects of a topic. Limited to 15 students, 400-level courses are open to students who have completed at least one 300-level English course; they should be attractive to any student interested in a course that emphasizes intensive discussion and independent work. Majors considering Honors work are urged to take a 400-level course before senior year as a way of preparing for Honors work.

ADVISING

All junior and senior English majors are assigned a departmental faculty member as an advisor. Students' preferences for advisors are solicited during the preregistration period in April, and assignments are announced at the start of the school year.

Non-majors who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

MAJOR

Majors are urged to select a balance of intermediate and advanced courses, and to choose classes from the American, British and Anglophone traditions. Each student can fashion his or her own sequence of study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses.

They are also urged to elect collateral courses in subjects such as art, music, history, comparative literature, philosophy, religion, theatre, and foreign languages with a view to supporting and broadening their studies in literature. In particular, the study of classical and modern languages, as well as of foreign literatures, is strongly recommended.

Requirements

The nine courses required for the major must include the following:

- 1) Any 100-level English class except English 150. Students exempted by the department from 100-level courses will substitute an elective course.
- 2) At least *two* courses dealing primarily with literature written before 1700 (identified in parentheses at the end of the course description).
- 3) At least *two* courses dealing primarily with literature written between 1700 and 1900 (identified in parentheses at the end of the course description).

English

4) At least *one* course dealing primarily with literature written after 1900 (identified in parentheses at the end of the course description).

5) At least *one* "criticism" course (identified in parentheses at the end of course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. Please note that when a criticism course also deals with literature satisfying a historical distribution requirement (pre-1700, 1700-1900, etc.), the course may be used to satisfy either the criticism or the chronological requirement, *but not both*.

6) At least *one* 200-level Gateway course (listed at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Period or Criticism requirement *as well as* a Gateway requirement.)

The department will now give one *elective* course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department's historical distribution, criticism, or gateway requirements.

THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. Candidates for the program should have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors (Theo Davis) by April of the junior year.

All routes require students to take a minimum of ten regular-semester courses (rather than the nine otherwise required for the major), and to devote their senior year winter study course to their honors projects. All students writing a critical thesis or pursuing a critical specialization will be required to take the Honors Colloquium in the fall semester. Students doing a creative writing thesis must, by graduation, take at least nine regular semester courses, and, in addition, take English 497 (Honors Independent Study) and English W31 (Honors Thesis, winter study) during senior year. Students writing a critical thesis must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors colloquium and spring Honors Independent Study) and English W31 (Senior Thesis, winter study) during senior year. Students pursuing a critical specialization must, by graduation, take at least eight regular-semester courses, and in addition, take English 493 and English 494 (fall Honors colloquium and spring Honors Independent Study) and English W30 (Honors Thesis: Specialization Route, winter study) during senior year.

Creative Writing Thesis

The creative writing thesis is a significant body of fiction or poetry completed during the fall semester and winter study of the senior year, and usually including revised writing done in earlier semesters. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Requirements for admission include outstanding work in an introductory and an advanced workshop, a recommendation from one of the creative writing teachers (who will then act as thesis advisor), and the approval of the departmental honors committee. A creative thesis begun in the fall is due on the last day of winter study; one begun in winter study is due the third Monday after spring break. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

Critical Thesis

The critical thesis is a substantial critical essay written during both semesters as well as the winter study period of the senior year. It must consider critical and/or theoretical as well as literary texts. The thesis should be 15,000 words (45 pages); in no case should it be longer than 25,000 words. The proposal, a 3-page description of the thesis project, should indicate the subject to be investigated and the arguments to be considered, along with a bibliography. A draft of the entire thesis should be completed by the end of winter study; the finished thesis is due on the third Monday following spring break. After the critical thesis has been completed, the student publicly presents his or her work.

Critical Specialization

The critical specialization route is a series of forays into a broad area of interest related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The specialization route entails: (1) a set of three 10 page essays which together advance a flexibly-related set of arguments; (2) an annotated bibliography (5 pages) of secondary sources, explaining their importance to the area of specialization; (3) a meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) a fourth essay of 12 pages, considering matters that arose during the faculty-student meeting and reflecting on the outcome of the specialization. The 3-page proposal for the specialization should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. It should also describe the relation between previous course work and the specialization, and include a brief bibliography of secondary works. The first two papers are due by the end of fall semester; the second paper is due at the end of winter study; the bibliography is due mid-February; and the final paper is due the third Monday after spring break.

Applying to the Honors Program

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor, as well as with the director of honors before April of the junior year. Prior to preregistration in April, candidates for critical theses and specializations submit a 3-page proposal that includes an account of the proposed project and a bibliography. Students applying to creative writing honors submit a brief proposal describing the project they wish to pursue. Decisions regarding admission to the honors program will be made by the end of May. Admission to the honors program depends on the department's assessment of the qualifications of the student and the feasibility of the project.

When pre-registering for Fall 2008, students who are applying to critical honors should register for the Honors Colloquium as one of their four courses.

Progress and Evaluation of Honors

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do the equivalent of at least B+ work to continue in the program. Should the student's work in the fall semester not meet this standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English W30 or W31) to enroll in English 494 in the spring semester. When such is not the case, the winter study course will be converted to an independent study "99."

Students are required to submit three final copies of their written work to the department on the dates applicable to the type of project pursued (see the above descriptions of each type of project for the due dates). All honors projects are evaluated by not only the advisor, but by two other faculty members. The advisor determines the student's semester grades in honors, while the two external readers recommend to the department that the project receive Highest Honors, Honors, or no Honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the 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.

COURSES

100-LEVEL COURSES (except English 150)

Through small class discussions (limited in size to 19 students per section) and frequent writing assignments, 100-level English courses ask students to develop their skills as readers and as analytical writers. These courses are prerequisites for taking most other English courses. Students who receive a 5 on the AP English Literature exam may take upper-level courses without first taking a 100-level. *All 100-level English courses are writing intensive, requiring at least 20 pages of writing in a series of four or more formal essays.*

ENGL 105(F) Poetry and Magic (W)

Ancient Celtic texts—Irish and Welsh—associate the poet (meaning any creator of fiction) with powerful magic—with shape-shifting, access to the other-world, and visions of transcendent authority and truth. Plato, in his famous condemnation of poetry in *The Republic*, also associates poetry with magic, but with magic as a con game or sleight-of-hand trick. This course will use Plato and Celtic texts to establish a theoretical framework for reading and interpreting the representation of poetry and magic in a variety of literary works from the Middle Ages to the twentieth century. The goal of the course is to develop effective reading and writing strategies for works of different genres and time periods. Reading will include Chaucer's *Friar's Tale* (where the poet-figure is evil); Marlowe's *Doctor Faustus* (where the poet-figure sells his soul to the devil for magical power); Shakespeare's *Midsummer Night's Dream* and *The Tempest* (where fairies and magic represent the positive power of imagination); and short poems by Coleridge, Keats, Tennyson, and Yeats.

The class will be run as a discussion. Requirements: a mix of writing assignments, formal and informal, totaling about 25 pages. Students will be evaluated on writing and class participation.

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

Hour: 1:10-2:25 MR

KNOPP

ENGL 109(S) Monsters (W)

"The monster is difference made flesh, come to dwell among us," says Jeffrey Jerome Cohen in his essay "Monster Theory." These liminal beings—vampires, werewolves, dragons, the Minotaur—seem to literally embody the darkest parts of our psyches. Their physical forms are aberrations: horned, fanged, scaled, halved, in all ways grotesque. But what happens to us as readers when we are transported inside these monsters' bodies? What does this monstrous displacement reveal about our own humanity, as well as our historical and cultural anxieties? In this class we will read novels by contemporary American authors that are told from the monster's point of view, including Katherine Dunne's *Geek Love*, John Gardner's *Grendel*, Anne Carson's *The Autobiography of Red*, and Steve Sherrill's *The Minotaur Takes a Cigarette Break*, as well as stories by Borges, Calvino, Jim Shepard, and Kelly Link. Monsters, the ultimate fiends and outsiders, are here recast as their stories' heroes. Grendel tells his side of "Beowulf," the Minotaur's modern labyrinth is a North Carolina trailer park, red-winged Geryon fights to survive first love, and Olympia the albino dwarf tries to be a better mother. Why? To what end have American writers exploited the subversive potential of the monster in these mythic revisions and inversions? And what aspects of craft do these writers use to make the monster's fictional universe, psychology and physicality believable to us?

Format: discussion/seminar. Evaluation will be based on class participation, two critical papers of 5-7 pages in length, and three or four short writing assignments.

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

Hour: 2:35-3:50 MR

RUSSELL

ENGL 111(S) Poetry and Politics (W)

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury," in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats—himself a very politically involved poet—writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics, becoming, perhaps, something more like advertising jingles for political dogma. And when

English

W. H. Auden writes in 1939 that “poetry makes nothing happen” he appears to locate poetry’s value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the “real” work of politics? The primary goal of the course is to make students better readers of poetry, and better readers and writers of argumentative prose. No prior experience with poetry (or politics!) is expected.

Format: discussion/seminar. Requirements: active class participation and 20 pages of writing in the form of frequent short papers.

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

Hour: 11:20-12:35 TR

CASE

ENGL 114(S) Literary Speakers (W)

The general purpose of this course is to develop students’ skills as interpreters of poetry and short fiction. Its particular focus is on how-and with what effects- poets create the voices of their poems, and fiction writers create their narrators. We’ll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on the twentieth century (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

Format: discussion/seminar. Requirements: a discussion class with emphasis on close reading and frequent, careful writing (about 20 pages, in the form of short papers).

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

Hour: 10:00-10:50 MWF

FIX

ENGL 117(S) Introduction to Cultural Theory (Same as Comparative Literature 117) (W)

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study “culture,” what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word “culture” means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (*Ferris Bueller’s Day Off*, *Silence of the Lambs*, *The Lord of the Rings*) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there’s no turning back.

Format: discussion/seminar. Requirements: five short papers totaling about 20 pages, class attendance and participation.

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

Hour: 11:00-12:15 MWF

THORNE

ENGL 119(S) Missed Encounters (W)

Although we enjoin ourselves to engage directly those who are personally and culturally different, honesty may compel us to recognize how inseparable such encounters are from our fantasies of otherness. Although such mutual fantasies can be as reductive as a stereotype, they can also be enormously nuanced and self-revealing—as rich as literature itself. Where does the fantasized Other come from? To whom does it address itself? Are we always the masters of our own cultural fantasies? We will engage literary works, journalistic writing, and films, including: Euripides, *The Bacchae*; Coetzee, *Disgrace*; Harriot, “Report of the New Found Land of Virginia”; Conrad, *Heart of Darkness*; Faulkner; Gordimer, *The Pick Up*; Herzog, *Aguirre*; Barthes, *Empire of Signs*; Kapuscinski, *Travels with Herodotus*; Nicholas Shakespeare, “In Pursuit of Guzman.”

Format: discussion/seminar. Requirements: active class participation, and frequent papers totaling 20 pages.

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

Hour: 8:30-9:45 TR

PYE

ENGL 120(F) The Nature of Narrative (Same as Comparative Literature 111) (W)

(See under COMP 111 for full description.)

NAAMAN

ENGL 120(S) The Nature of Narrative (Same as Comparative Literature 111) (W)

(See under COMP 111 for full description.)

ROUHI

ENGL 120(S) The Gendered Nature of Narrative (Same as Comparative Literature 111 and Women’s and Gender Studies 111) (W)

(See under COMP 111 for full description.)

VAN DE STADT

ENGL 123 Borrowing and Stealing: Originality in Literature and Culture (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl123.php)

MCWEENY

ENGL 126(F,S) 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 intelli-

English

gence? We shall be reading stories, novellas, novels, and plays by Melville, Poe, Henry James, Borges, Stoppard, Faulkner, and others.

Format: discussion/seminar. Requirements: active class participation, and five papers totaling 20 pages.

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

Hour: 8:30-9:45 TR
8:30-9:45 TR

First Semester: LIMON
Second Semester: LIMON

ENGL 133(F) New Poetry (W)

In this class we will read or otherwise experience a range of poetry being produced right now in the U.S. Some of this poetry doesn't immediately seem to "fit" in the classroom: it's too new, too weird, too raw, too cerebral, too multi-media, too performance-oriented, somehow "unteachable." The premise of the course is that by engaging with these diverse voices we will come up with ways of talking about them, and that in the process we will have to take up some big and interesting questions: What is poetry? Can it be defined? How does poetry aim to affect us? Does one need "expertise" to appreciate it? And: is poetry important? Does it matter socially, politically, culturally? The course is aimed at lovers of poetry, those who dislike poetry, those who are intimidated by the idea of it, and those who can't see why we should bother. Readings will be structured around the work of the poets coming to Williams to read, and may also include some "old poetry" (for purposes of comparison), critical articles, and manifestos; we will also watch documentaries or listen to CDs of more performance-oriented work (e.g., slam, spoken word).

Format: discussion/seminar. Requirements: regular participation; 4 short (from 2-3 to 5-6 pp.) papers, of which you will be asked to revise two; one essay will be a research paper on a poet or poetic movement of your choice. Occasional group projects and short postings for class discussion. This course is part of the Critical Reasoning and Analytical Skills initiative.

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

Hour: 11:00-12:15 MWF

SWANN

ENGL 134(F) New American Fiction (W)

An exploration and examination of the very recent (last ten to twenty years) development of American fiction. A discussion class in which we will examine short stories and/or novels by such writers as Tobias Wolff, Annie Proulx, Lorrie Moore, Rick Moody, Junot Diaz, Jhumpa Lahiri, and Tim O'Brien.

Format: discussion/seminar. Evaluation will be based on class participation, four short papers, and a final paper. No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students.*

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

K. SHEPARD

ENGL 135(F) Vengeance (W)

For almost three thousand years revenge has been a central preoccupation of European literature. Revenge is inviting to literary and dramatic treatment partly because of its impulse towards structure: it traces a simple arc of injury and retaliation. A injures B, and B retaliates against A. But retaliation is never easy or equivalent, and there is always a volatile emotive mixture of loss and grievance that stirs up ethical ambiguities that are seldom resolved. Vengeance also fascinates because it is so paradoxical. The avenger, though isolated and vulnerable, can nevertheless achieve heroic grandeur by coming to personify nemesis. And yet the hero is always contaminated by trying to make a right out of two wrongs—and he usually has to die for it. Driven by past events, cut off from the present, and rapt up in stratagems for future reprisals, the avenger's actions are almost always compromised by impotence or excess. At best, revenge is "a kinde of Wilde lustice"—a justice that kills its heroes as well as its villains.

We will look at as many stories of vengeance, across as wide a range of cultures and media, as possible.

Evaluation will be based upon class participation; four short papers (5 pages), one of which will be revised into a longer critical essay (of 10-12 pages). Preference will be given to first-year students and then to sophomores. No prerequisites. *Enrollment limit: 19 (expected: 19).*

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

Hour: 8:30-9:45 MWF

DE GOOYER

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*, *Henry V*, *Othello*, *Macbeth*, *Antony and Cleopatra*, and *Coriolanus*. In the last play, Shakespeare portrays the convergence of sex, war, and politics with a new cynicism that leaves no character unscathed. Format: discussion/seminar. Requirements: 20 pages of writing in the form of four essays, ranging in length from 3-7 pages, and several short journal-style writing assignments, as well as active participation in class.

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

Hour: 1:10-2:25 TF

BUNDTZEN

ENGL 138(FS) A Love for Literature (Same as American Studies 138) (W)

...might be a troubling thing, if you examine it closely. Like stamp-collecting, say, it sounds a little old-fashioned these days, a little lonely and sad, probably harmless but possibly pathetic—no offense! Like any other love, it demands loyalties and incites betrayals, and its contradictions become more volatile as its passion becomes more intense. And like anything else, it testifies to the burden of its history as much through what it forgets as through what it chooses to remember.

In this course, we'll encounter this love for literature as manifested, in ambivalent and often vexed ways, by African American and Asian American writers as they reflect on literacy, culture, and the "civilizing mission." We will

English

consider how this love bears the weight of histories of slavery, conquest, exploitation, and violence, and how it has been appropriated, recast, or rejected in pursuit of freedom and/or privilege. Readings may include works by Phillis Wheatley, Frederick Douglass, Carlos Bulosan, José García Villa, Harryette Mullen, Jhumpa Lahiri, and Jamaica Kincaid.

Format: discussion/seminar. Requirements: active class participation and four to five short papers totaling about 20 pages.

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

Hour: 11:00-11:50 MWF

First Semester: SCHLEITWILER

10:00-10:50 MWF

Second Semester: SCHLEITWILER

ENGL 139(F,S) Metafiction (Same as Comparative Literature 139) (W)

This course will examine ways in which diverse works make use of their status as inventions on a page. We will look at the formal pleasures and interpretive puzzles generated by metafictional techniques including frame narratives, repetition, and readerly address in texts ranging from *Harold and the Purple Crayon* to such canonical works as *Don Quixote*, *Lolita* and *One Hundred Years of Solitude*. Might narrative self-consciousness operate as a form of error-correcting code within the artificial intelligence of the novel?

Format: discussion/seminar. Requirements: five papers of increasingly complexity, totaling 24 pages; consistent attendance and participation; a willingness to reread.

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

Hour: 1:10-2:25 MR

First Semester: ROSENHEIM

11:00-12:15 MWF

Second Semester: ROSENHEIM

ENGL 140(F) American Cinema in the 70's: The Other American Renaissance (W)

A consideration of an extraordinarily fertile and still hugely influential period in American filmmaking, principally through the study of three filmmakers: Robert Altman, Francis Ford Coppola, and Martin Scorsese. Films to be studied include Peckinpah's *The Wild Bunch*; Polanski's *Chinatown*; Altman's *McCabe and Mrs. Miller* and *Nashville*; Ashby's *The Last Detail*; Coppola's *The Godfather*, *The Godfather Part II*, *The Conversation*, and *Apocalypse Now*; and Scorsese's *Mean Streets*, *Taxi Driver* and *Raging Bull*.

Format: discussion/seminar. Evaluation will be based on in-class performance and four short papers.

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

Hour: 1:10-2:25 TF

J. SHEPARD

ENGL 143(F) On Beyond Criticism: New Ways to Write about Fiction (W)

Pretty much what you do in English classes is read stories or novels or poems, discuss them, and write essays about them. But critical essays are only one form of written response to a text, and in this class we will attempt other forms as well: you could imagine, for example, reading a story, having a thought or two (or three!) about it, and then using those thoughts to write another story entirely, whose implications form a critical interpretation of the first. Or you could imagine a piece of biographical/archival research, or an interview with an author, to expose some mid-way point between his or her intention, his or her actual accomplishment, and what you think. Or you could imagine writing a parody or an imitation, the success of which would depend on a complicated piece of analysis that goes entirely unsaid.

And you can probably see already why we won't be reading Shakespeare or Emily Dickinson for this class. Instead, we will look at a mixture of horror, science fiction, and fantasy writers—that is, authors whose stories exist not just as independent entities, but also as self-conscious members of a larger group of stories, conventions, and traditions. These conventions will be useful not only as a source of analysis, but also as organizing principles for our own fictional or meta-fictional responses. I have prepared a long list of writers, living and dead: Edgar Allan Poe, HP Lovecraft, Theodore Sturgeon, Terry Bisson, Philip K. Dick, Samuel R. Delaney, Octavia Butler, Angela Carter, Gene Wolfe, Kelly Link, Lucius Shepard, Connie Willis. In the event, I will probably choose four names from this list.

Format: discussion/seminar. This is a writing-intensive seminar, and we will be writing intensively: numerous small sketches, and at least four longer essays, of at least five pages each.

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

Hour: 2:35-3:50 TF

P. PARK

ENGL 144(F) Whodunit? The Ethnic Detective Novel and its Permutations (Same as American Studies 144) (W)

The detective or mystery novel has long been a staple of American popular culture and a reliable companion on tedious journeys. The pleasure that many derive from it is, oddly enough, formed by a deeply paradoxical nature of the genre: the surprise of the final revelation combined with the predictability of its narrative form and devices, including stock figures and the detective "hero." Yet this very predictability has also allowed writers to use this genre to achieve different effects, to tell other stories, and sometimes to subvert the form of the genre itself. In this class, we will read and discuss works by various American ethnic writers—some who are well-established in this genre while others take more experimental approaches. What does this genre allow the writers to achieve? How do the elements of the genre appear and/or shift in the different texts, and to what effects? Texts for this class will include, among others: selected works by Chester Himes and Walter Mosley, Sherman Alexie's *Indian Killer*, and Ishmael Reed's *Mumbo Jumbo*.

Format: discussion/seminar. Requirements: active in-class participation, four short papers, one longer paper (5-7 pages) on a detective novel of your choice (can be chosen from or beyond the course readings).

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

Hour: 9:00-9:50 MWF

UM

ENGL 145(S) Reading and Writing Science Fiction (W)

This course will explore some of the themes and techniques of modern science fiction by examining a range of published stories, while at the same time making some new stories of our own. Writers of fiction and non-fiction often watch each other with suspicion, as if from opposing sides of an obvious frontier. Though the goals of both

English

forms of writing—the disciplined articulation of brainy thoughts and mighty feelings—are similar, there is a tendency in both camps to think their methods different and exclusive. The conceit of this class is to imagine that constructing a plot and constructing an argument, say, are complementary skills, and that the tricks and techniques of one type of writing can profitably be applied to the other. With this in mind, the class is made of two strands twisted together—a creative writing workshop and a course in critical analysis. There will be short weekly assignments in both types of writing, as well as two larger projects: an original science fiction short story and a critical essay. Assigned readings will include stories and essays by Terry Bisson, Octavia Butler, Rachel Pollack, Samuel R. Delaney, Karen Joy Fowler, Carol Emshwiller, and John Crowley.

Format: discussion/seminar. Requirements: active participation in class and a minimum of 20 pages of writing, both critical and creative.

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

Hour: 1:10-2:25 MR

P. PARK

ENGL 150(F,S) Expository Writing (W)

As the name implies, this is a course in expository writing. It is not designed for students interested in writing fiction. While its most obvious goal is to teach students how to write a clear, well-argued, and interesting analytical paper, you will be experimenting with other kinds of writing as well. There is no required text, but at least occasionally you will also be asked to read professional work, looking for inspiration and stuff you can steal.

Format: discussion/workshop. There will be weekly writing assignments, short essays that we will then examine in class. I will make every effort to preserve your anonymity. In addition, there will be at least one extended project.

Enrollment limit: 12 (expected: 12).

Hour: 9:55-11:10 TR

11:00-12:15 MWF

First Semester: P. PARK

Second Semester: P. PARK

200-LEVEL COURSES

ENGL 201(F) Shakespeare's Major Plays

This team-taught lecture course will explore eight Shakespeare plays: *Romeo and Juliet*, *A Midsummer Night's Dream*, *Henry IV*, part 1, *As You Like It*, *Much Ado about Nothing*, *Hamlet*, *King Lear*, *Antony and Cleopatra*. Lectures explore Shakespeare's uses of language, his developing powers as dramatist and poet, comic and tragic genres, critical implications and theatrical possibilities, gender roles, sexual relations, and family relationships, the perennial problems of self-fashioning, social construction, and personal agency.

Format: two formal lectures and one discussion class per week. Requirements: two papers, a midterm and final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 75 (expected: 75).*

Hour: 10:00-10:50 MW Conference: 9-9:50, 10-10:50 F

I. BELL, R. BELL

ENGL 202(F) Modern Drama (Same as Comparative Literature 202 and Theatre 229)

An introduction to some of the major plays of the past hundred years, and to key movements and developments in drama of the period. Readings will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *Uncle Vanya*; Synge, *The Playboy of the Western World*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Beckett, *Endgame*; Miller, *Death of a Salesman*; Pinter, *Betrayal*; Stoppard, *Arcadia*; and McDonagh, *A Skull in Connemara*.

Format: lecture/discussion. Requirements: two 5-page papers, regular journal entries or postings, a final exam, and active participation in class discussions.

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

(Post-1900)

Hour: 12:00-12:50 MWF

PETHICA

ENGL 203 Reading Films (Same as Comparative Literature 223) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/engl/engl203.php)

ENGL 206 Comparative Drama: The Anti-Realist Impulse (Same as Comparative Literature 226 and Theatre 226) (Not offered 2008-2009; to be offered 2009-2010)

(See under THEA 226 for full description.)

BAKER-WHITE

ENGL 207T(F) Hollywood Directors: Hawks, Lubitsch, and Sturges (W)

Mainstream narrative cinema as we know it today was shaped during Hollywood's "Golden Age," the 1930's and 1940's, when Hollywood set the stylistic and narrative norms that have dominated cinema ever since. Working in many narrative genres, and forging distinctive styles despite the industrial methods of the studio system, the best Hollywood directors, such as Howard Hawks, Ernst Lubitsch, and Preston Sturges, were able to produce an astonishing number of great films within a short span of time, which won the spectator over not by the sensational visual stunts so common today, but by using superb writing and deft cinematography to spin out engaging narratives. Despite their light touch, these films are deceptively thoughtful about social, psychological, and ethical problems. In this tutorial course, intended primarily for sophomores who have already taken an introductory course in cinema, we will study a range of films by Hawks, Lubitsch, and Sturges—primarily comedies, but also gangster films, Westerns, films noirs, and perhaps musicals—taking advantage of each director's distinctive style and social and moral vision to find common strains of thought among diverse works. Topics to be discussed will include sexuality and gender relations, class mobility, distinctively American forms of ambition and heroism, World War II and the Depression, thievery and con games. Critical essays on individual films, as well as accounts of film genres and of the socio-historical backgrounds of the period, will be assigned, along with films such as *Scarface*, *Bringing Up Baby*, *The Big Sleep*, *Red River*, *Trouble in Paradise*, *Ninotchka*, *To Be or Not To Be*, *The Lady Eve*, *The Palm Beach Story*, and *Sullivan's Travels*. A week's assignment, apart from writing, will normally comprise

English

one film screening and one or two essays.

Format: tutorial. Requirements: After a week in which we will meet as a group to become acquainted with some of these films and with approaches to analyzing them, students will meet with the instructor in pairs for 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.

Prerequisite: a 100-level English course (except English 150), and English 203 ("Reading Films") or 204 ("The Feature Film"), or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to sophomores, to first-year students who have met the prerequisites, and to English majors if space permits.*

(Post-1900)

Tutorial meetings to be arranged.

TIFFT

ENGL 208T(F) Poetry (W)

What do poems do? How do poems work and play? How do poems challenge and reward attentive scrutiny? What does close, sustained reading enable us to think, feel, and say about a poem? To encourage subtler, richer responses to poetry, this tutorial considers a single great poem per week, such as John Keats's *Ode to a Nightingale*, William Butler Yeats's *Sailing to Byzantium*, and Adrienne Rich's *Diving into the Wreck*. Students will memorize 12 lines of a half a dozen poems. The purposes of the course are to develop reading and interpretive skills, and to construct critical arguments, considering complicating perspectives, and responding to competing viewpoints in written and oral critiques.

Format: tutorial. Requirements: Students will meet with the instructor in pairs for at least an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partners' papers in alternate weeks.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference is given to sophomores and first-year students with advanced standing in English.*

Tutorial meetings to be arranged.

R. BELL

ENGL 210(S) American Modernism (Same as American Studies 210)

"Modernism" in literature refers to texts from the second half of the nineteenth through the first half of the twentieth century; our course will center on prose in and around the 1920s. The central issue is their self-referentiality and their extra-referentiality: books acutely aware of their own status as language nevertheless aspire to describe, or even save, the world beyond words—modernism posits an aestheticism that can seem redemptive. Thus a concern of the course will be the relation of modernism and modernity: the new world that needs saving. The American version of modernism will in addition have the challenge of producing out of the difficulties of self-conscious fiction a redemption that suits a democracy. Prose writers of the course will include Hemingway, Fitzgerald, Faulkner, Stein, Toomer, and Cather, and perhaps others.

Format: discussion. Requirements: three papers, one 4-6 pages and one 6-8 pages.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference to sophomores.*

(Post-1900)

Hour: 11:20-12:35 TR

LIMON

ENGL 211(F) British Literature: Middle Ages Through the Renaissance

A survey of the major figures and movements of English literature through the first part of the seventeenth century: *Beowulf*, Chaucer, Marlowe, Spenser, Shakespeare, Donne, and others. The goal of the course is a critical and historical understanding of the English literary tradition, with practice in close reading and critical writing.

Format: lecture/discussion. Requirements: class participation, two 5- to 7-page papers, several short writing assignments, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 10-20). Preference to sophomores and to first-year students who have placed out of 100-level courses with a 5 on the AP literature exam.*

(Pre-1700)

Hour: 2:35-3:50 MR

KNOPP

ENGL 212(F) British Literature: Restoration Through the Romantics

Taking advantage of a relatively quick movement through many representative texts, this survey will follow the development of several important strands in English literature from 1660 to 1830. The course will include many major and some minor figures—and both poetry and prose—with the aim of drawing connections. We will work to understand the growth and transformation of English-speaking culture in this watershed period, when many features of the modern world appear.

Format: seminar. Requirements: class attendance and participation, weekly short writing assignments, two 6- to 7-page papers, and a final 24-hour exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

(1700-1900)

Hour: 11:20-12:35 TR

P. MURPHY

ENGL 214 Playwriting (Same as Theatre 214) (Not offered 2008-2009; to be offered 2009-2010)

(W)

(See under THEA 214 for full description.)

HOLZAPFEL

ENGL 216(S) Introduction to the Novel

A team-taught lecture course on the development of the novel as a literary form. Possible writers to be studied include Defoe, Austen, Bronte, Dickens, James, Joyce, Hurston, Baldwin, Nabokov, and Morrison.

Format: lecture. Requirements: midterm and final exams, and one 5-page paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 100 (expected: 100).*

Hour: 10:00-10:50 MWF

P. MURPHY and THORNE

ENGL 220(F) Introduction to African American Writing (Same as Africana Studies 220 and American Studies 220)

Toni Morrison has described her writing as guided by a musician's imperative always to hold something in reserve, to leave her audience wanting something more. It's a simple idea, but a strange one—that a reader's desire might be fulfilled only by its increase, that its satisfaction requires that it is never enough. African American writing, in all its richness and variety, moves between *never enough* and *something more*; this course will introduce just a few of the historical experiences, intellectual currents, cultural resources, thematic preoccupations, and formal strategies encountered in this writing, and consider how and to what ends African American literary tradition(s) have been organized, in critical and polemical ways, by individual writers and scholars, and by artistic and political movements. We'll forego the perspective of a grand overview, diving right in instead, and we won't necessarily always reach for the best-known titles by the most famous authors. In any case, by the end of the course, you should be prepared to have more left to read than you did at the beginning.

Format: discussion/seminar. Requirements: frequent short writing assignments, a midterm essay exam, and a final paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 35 (expected: 35).*

(Post-1900)

Hour: 2:35-3:50 TF

SCHLEITWILER

ENGL 224(S) The Syntactic Structure of English (Same as Linguistics 220) (W)

(See under LING 220 for full description.)

SANDERS

ENGL 231T(F,S) Literature of the Sea (Same as Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)

(See under MAST 231 for full description.)

First Semester: BERCAW EDWARDS

Second Semester: KING

ENGL 234(F) The Modern Theatre: Plays and Performance (Same as Comparative Literature 248 and Theatre 248)

(See under THEA 248 for full description.)

BAKER-WHITE and ERICKSON

ENGL 238(S) American Literature since 1945: Racial Formations and Transformations (Same as American Studies 238)

Sociologist Howard Winant has argued that World War II heralded a significant "break" in racial order: that is, it signaled the beginning of marked shifts in how people—and states—perceived, thought about, and managed race and racial inequality. Subsequent decades in the United States witnessed the end of segregation, passage of Civil Rights, liberalization of immigration policies, and the rise of "multicultural" awareness and curriculum in social, political, and academic arenas. These landmark events and shifts contributed to a narrative of racial progress as the dominant "story" of post-war America. However, as Winant cautions, the "break" was not absolute, nor did it put an end to all racial hierarchies. Following this argument, we will consider and discuss how literary and cultural texts reflect, produce, and/or complicate the narrative of progress (racial and otherwise) that has often characterized 20th-century U.S. culture and society. Authors we will be reading include (but are not limited to): James Michener, Luis Valdez, John Okada, Sherman Alexie, Colson Whitehead, Jhumpa Lahiri.

Format: discussion/seminar. Requirements: midterm exam, several short response papers and a longer final essay (7-8 pages).

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

Hour: 9:55-11:10 TR

UM

ENGL 250(S) Revolutionary African Literatures (Same as Africana Studies 140 and Comparative Literature 218)

(See under AFR 140 for full description.)

ROBOLIN

ENGL 251(S) Defining the African Diaspora (Same as Africana Studies 160 and Comparative Literature 214)

(See under AFR 160 for full description.)

ROBOLIN

(Post-1900)

ENGL 252 South African and American Intersections (Same as Africana Studies 260 and Comparative Literature 258) (Not offered 2008-2009; to be offered 2009-2010)

(See under AFR 260 for full description.)

ROBOLIN

ENGL 253T(F) Women and Theatre: Gender, Sexuality and the Stage (Same as Theatre 250T and Women and Gender Studies 250T) (W)

(See under THEA 250 for full description.)

HOLZAPFEL

ENGL 261T(F) Adultery in the Nineteenth-Century Novel (Same as Comparative Literature 259T and Women's and Gender Studies 259T) (W)

(See under COMP 259 for full description.)

CASSIDAY

(1700-1900)

ENGL 266T(S) Postmodernism (Same as Comparative Literature 231T) (W) (D)

(See under COMP 231 for full description.)

C. BOLTON

(Criticism)

ENGL 271 Religion and the Modern Literary Imagination (Same as Comparative Literature 271 and Religion 271) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under REL 271 for full description.)

HAMMERSCHLAG

ENGL 287 Topics in Asian American Literature (Same as American Studies 283) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under AMST 283 for full description.)

WANG

English

GATEWAY COURSES

200-level “Gateway” courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical and historical approaches that will prove fruitful in later courses. (*Note: a Gateway course can fulfill a Period or Criticism requirement as well as a Gateway requirement. Students contemplating the English major are strongly urged to take a Gateway course by the end of Sophomore year.*)

ENGL 218(F,S) Forms of Violence (Gateway) (W)

“It seems that the appetite for pictures showing bodies in pain is almost as keen as the desire for ones that show bodies naked.” When Susan Sontag made this claim she was referring to paintings and photographs. She could just as well have been talking about poetry or drama. In this course we will consider stories, plays and movies that take up, in one way or another, the problem of aestheticized cruelty. We will ask how art might help us to understand various forms of violence—domestic, random, state-sponsored—and how violence may help us to understand art. Works to be studied will include: *Oedipus*, *The Bacchae*, *Othello*, John Ford’s *The Searchers*, Orson Welles’ *A Touch of Evil*, and David Russell’s *Three Kings*. We will also read stories and novels by Eudora Welty, Raymond Carver, Alice Munro, and J.M. Coetzee.

Format: seminar/discussion. Requirements: five short essays, including one revision.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to advanced first-year students, sophomores, and English majors who have yet to take a Gateway.*

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

Hour: 11:00-12:15 MWF

1:10-2:25 TF

First Semester: KLEINER

Second Semester: KLEINER

ENGL 222 Studies in the Lyric (Gateway) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl222.php)

I. BELL

ENGL 225(S) Romanticism and Modernism (Gateway) (W)

In the nineteenth and twentieth centuries, literature written in English participated in two international aesthetic movements, Romanticism and Modernism, respectively. While Modernism is often thought to mark a decisive break with Romanticism—in part because both movements presented themselves as “new,” a radical departure from what had gone before—there are important continuities and affinities as well as breaches between the two movements. This course will investigate the nature of Romanticism and Modernism, and the relation between them. We will study major works from each period, including polemics, poetry, novels, and short stories. Our Romantic writers will be primarily British, and will include Wordsworth, Coleridge, Percy and Mary Shelley; Modernist writers will include a more international cast of characters: Wilde, the French Symbolist poets, along with Pound, Stein, Williams, and several Harlem Renaissance writers. We will explore each movement’s engagement with a range of topics and issues: for example, the subjective experience of time and memory; the nature of symbolization and the role of “feeling” in art; the relation of the individual mind to social life; the conflicted appeal for the artist of “common” language and experience, on the one hand, and avant-garde forms of expression, on the other. Our broader aim will be to invite potential English majors to think critically about the principles that underlie the ordering of literary history into aesthetic movements and “periods.”

Format: discussion/seminar. Requirements: four or five short essays, including at least one revision.

Prerequisite: 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.

(1700-1900 or Post-1900)

Hour: 1:10-2:25 TF

SWANN

ENGL 230(F) Introduction to Literary Theory (Same as Comparative Literature 240) (Gateway)

(W)

In this course we will debate the nature of literary meaning and the relationship of literature to the political. In the first half of the course we read Paul De Man, Stanley Fish, and other critics as we explore questions such as, What determines the meaning of a text? Can an interpretation of a literary work be deemed true or false? In the second half of the course, we will read works by Frantz Fanon, Michel Foucault, and other authors as we investigate the role of art in the construction and transformation of political subjectivities. The emphasis will be on exploring and defending arguments on the issues in productive discussion and frequent short papers.

Format: discussion/seminar. Requirements: several short papers amounting to 20 pages of writing and an in-class presentation.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors.*

(Criticism)

Hour: 9:55-11:10 TR

T. DAVIS

ENGL 233(S) Great Big Books (Same as Comparative Literature 283) (Gateway) (W)

Some of the greatest novels are really, really long—so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy’s epic of the Napoleonic Wars, and *Parade’s End* (1924-28), Ford Madox Ford’s modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of

English

their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Format: discussion/seminar. Requirements: four short essays and two brief revision exercises.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected 19). Preference to first- and second-year students and majors who have yet to take a Gateway.*

(1700-1900 or Post-1900)

Hour: 11:00-12:15 MWF

TIFFT

ENGL 235 Comedy/Tragedy (Same as Comparative Literature 234) (Gateway) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl235.php)

KLEINER

ENGL 237(S) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and Women's and Gender Studies 237) (Gateway) (W)

The celebration of "courtly love" by medieval and Renaissance writers institutionalized the notion of the desiring male subject and the desired female object that continues to reverberate in contemporary culture. But early writers do not always, or even usually, endorse these positions uncritically, and even works that elevate heterosexual love devote surprisingly large spaces for other kinds of desire. What does it mean, for example, that the fountain of Narcissus occupies the center of the garden of courtly love in the *Romance of the Rose*? That despite the Lover's proclaimed desire to "possess" the Rose, it is the male God of Love he kisses on the mouth? Shakespeare's comedies end famously with triple and quadruple marriages, but how should we read the cross-dressing and gender confusion that occupy so much of the plots beforehand? As we explore these and other issues, we will supplement our literary readings with theoretical texts drawn from medieval and Renaissance treatises as well as contemporary feminist, psychoanalytic, and queer theory. The goal of the course is to sharpen critical reading and writing skills across a broad range of literary forms and historical, cultural and aesthetic values.

Format: discussion/seminar. Requirements: class participation, four or five papers of varying lengths including one revision, and occasional oral reports.

Prerequisite: 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.*

(Pre-1700)

Hour: 1:10-2:25 TF

KNOPP

ENGL 257(F) The Personal Essay (Gateway) (W)

The personal essay as a literary form has been the site of some of the most inventive and beautiful writing of recent decades; it is also a form with a long history. In this course we will trace the history of the form beginning with essays by Michel de Montaigne, continuing through the eighteenth, nineteenth and twentieth centuries (Samuel Johnson, Henry David Thoreau, Virginia Woolf, George Orwell, James Baldwin, James Agee, Truman Capote, Hunter S. Thompson), and moving into the present. Of contemporary work we will focus primarily on American essayists including Joan Didion, Annie Dillard, Harry Crews, Nicholson Baker, John Edgar Wideman, Alice Walker, David Foster Wallace, Geoff Dyer, Anne Carson. As this list of names suggests, we will explore the wide range of writing described by the term "personal essay": literary journalism, creative nonfiction, memoir and the lyric essay. Emphasis will be on developing literary critical skills and powers of persuasive interpretive argument, but students will also be asked to try their hands at writing creative nonfiction following the models we have read. Peer editing and revision will be built into the structure of the course.

Format: seminar. Evaluation will be based upon class participation and writing (approximately 20 pages total).

Prerequisite: 100-level English course. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, potential English majors who have not yet taken a Gateway.*

Hour: 1:10-2:25 TF

CLEGHORN

ENGL 258(F) Poetry and the City (Gateway) (W)

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Arnold, Yeats, Crane, Moore, Auden, Hughes, Bishop, Ginsberg, Baraka, and Ashbery. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, and Abbott; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera*, *Rear Window*, and *Breathless*.

Format: discussion/ seminar. Requirements: four or five short essays, including at least one revision.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to sophomores and English majors who have yet to take a Gateway.*

(1700-1900 or Post-1900)

Hour: 1:10-2:25 MR

SOKOLSKY

English

ENGL 262 (formerly 356) Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as Women's and Gender Studies 262) (Not offered 2008-2009; to be offered 2009-2010) (Gateway) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl262.php)

BUNDTZEN

ENGL 264(S) Epic and Mock-Epic (Gateway) (W)

This gateway course begins with three masterpieces of world literature, Homer's *Iliad* and *Odyssey* and Milton's *Paradise Lost*. We will examine metamorphoses of the epic genre from classical antiquity to modernity, its characteristic attributes, traditional elements, and radical transformations. A key development is the rise of mock-epic, such as Pope's *The Rape of the Lock*, Byron's *Don Juan*, Joyce's *Ulysses*, and Eliot's *The Waste Land*. Since "epic" usually means long and demanding, some of these texts will be read selectively, stressing attentive reading rather than exhaustive coverage.

Format: discussion/seminar. Requirements: six analytic papers, roughly every other week, ranging from two to five pages. Evaluation based on participation and written work.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 students (expected: 19). Preference to sophomores.*

(Pre-1700)

Hour: 8:30-9:45 MWF

R. BELL

ENGL 265(S) Topics in American Literature: Tradition, Context and Beyond (Gateway) (W)

This course will explore three approaches to the concept of "American Literature." First, we will consider a group of texts in chronological order that share a preoccupation with the seductive powers of rhetoric. We will explore how colonial-era sermons, eighteenth-century political discourse, and nineteenth-century abolitionist literature constitute a literary tradition concentrated on the power of language to join persons together into a common cause. Second, we will look at stories by Henry James, Edith Wharton, and Charles Chesnut, all written in the late nineteenth century, and explore how that particular time inflected the authors' realism. Third, we will look at a model of American literature that is bound neither by nation nor by historical era, considering connections between Emerson and the British writer Thomas Carlyle, and between Thoreau and the *Bhagavad Gita*. As we gather from these three course sections a sense of the richness of concerns and practices in American literature, we will also inquire into the stakes of each mode of organizing the study of a "national literature." What beliefs about the relationship of literature to nation lie beneath different approaches to American literature? What effects do our choices about conceptualizing American literature have on our sense of America today?

Format: seminar/discussion. Requirements: three 4-page papers and one 5-page final paper

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference to sophomores considering the English major.*

(1700-1900 or Pre-1700)

Hour: 2:35-3:50 TF

DAVIS

300-LEVEL COURSES

ENGL 303 Visible Culture: Documentary and Nonfiction (Same as Anthropology 225) (Not offered 2008-2009; to be offered 2009-2010)

(See under ANTH 225 for full description.)

D. EDWARDS

ENGL 304 Dante (Same as Comparative Literature 304) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/engl/engl304.php)

KLEINER

ENGL 305(S) Chaucer

A study of the *Canterbury Tales* in its literary, linguistic, and historical contexts. The goals of the course are to make students comfortable and confident in reading and pronouncing Middle English, and to give them a strong critical grasp of the qualities that make Chaucer one of the undisputed "giants" of the English literary tradition and perhaps its greatest comic writer. Combination lecture and discussion.

Requirements: frequent quizzes and practice reading aloud, two papers on assigned topics (one 2-3 pages, the other 5-7 pages), and a third paper (8-10 pages) on a topic chosen by the student and revised as a final project.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 15-20). Preference given to English majors.*

(Pre-1700)

Hour: 2:35-3:50 TF

KNOPP

ENGL 306(F) The Medieval Reader

In the *Confessions*, Augustine describes watching a man reading quietly to himself. The sight, so familiar to us, shocks him. In this course we will study some of the major works of the Middle Ages, including Dante's *Inferno*, Boccaccio's *Decameron* and Chaucer's *Canterbury Tales*. We will discuss the conflicting, often self-contradictory claims that writers in this period made for the importance of literature and the anxieties that new types of fiction—about sex, about God, about the plague—generated. We will consider medieval theories of interpretation and ask what it meant to read, or misread, before books were commonplace.

Format: discussion/seminar. Requirements: class attendance and participation, three essays totaling 20-25 pages. All works will be read in translation, except for those of Chaucer.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected 15).*

(Pre-1700)

Hour: 8:30-9:45 MWF

KLEINER

ENGL 307 Arthurian Literature (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/engl/engl307.php)

KNOPP

ENGL 308(S) Cervantes' *Don Quixote* (Same as Comparative Literature 313 and Spanish 303)
(See under RLSP 303 for full description.) ROUHI
(Pre-1700)

ENGL 311(S) Theorizing Shakespeare (Same as Theatre 352 and Women's and Gender Studies 312)

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: *Merchant of Venice*, *King Lear*, *Hamlet*, *Winter's Tale*. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, Political Theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work along side a play and see what they have to say to each other—what, for instance, would a Shakespearean reading of Jacques Lacan look like?

Format: discussion/seminar. Requirements: active class participation and 20 pages of writing in the form of two short and one longer paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(Criticism or Pre-1700)

Hour: 11:20-12:35 TR

PYE

ENGL 314 Renaissance Drama (Same as Theatre 315) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/engl/engl314.php)

KLEINER

ENGL 315(F) 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.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(Pre-1700)

Hour: 11:00-12:15 MWF

DE GOOYER

ENGL 316 The Art of Courtship (Same as Women's and Gender Studies 316) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/engl/engl316.php)

I. BELL

ENGL 320T(S) Marlowe and Shakespeare (W)

In 1586, at the age of twenty-three, Christopher Marlowe wrote *Tamburlaine the Great*. Over the next six years—probably while moonlighting as a government spy—he went on to produce some of the strangest and also most influential works of English drama. Then in 1593, Marlowe was murdered, stabbed through the eye in a tavern brawl. It is often said that Marlowe's early death, no less than his early success, made the work of Shakespeare possible. In this tutorial we will read Marlowe's *Edward II*, the first popular history play in English, and Shakespeare's *Richard II*; *The Jew of Malta* and *The Merchant of Venice*; *Doctor Faustus* and *Macbeth*. We will look at ways in which Marlovian preoccupations—with lurid violence, with debasement, with self-invention—resurface in Shakespeare, in new forms. In the process we will also take up more general questions of literary influence: What do writers borrow from each other? And how does the knowledge of indebtedness—shared to varying degrees with an audience—affect the meaning and impact of their work? Critical readings will include essays by Harry Levin, Harold Bloom and Stephen Greenblatt.

Format: tutorial. Requirements: Students will meet with the instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

(Pre-1700 or Criticism)

Tutorial meetings to be arranged.

KLEINER

ENGL 321(S) Samuel Johnson and the Literary Tradition

Johnson has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's own works and Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare* and *Lives of the English Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, Swift, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and to sharpen our understanding of the relationships between his standards and our own.

Format: discussion. Requirements: two papers and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(Criticism or 1700-1900)

Hour: 2:35-3:50 TF

FIX

English

ENGL 322T(S) Novel Arguments (W)

What does it mean to say that a novel has an argument—that, in other words, it advocates certain beliefs and offers reasons in support of them? We will examine this central question through close reading of European and American nineteenth-century novels by authors including Charles Dickens, Harriet Beecher Stowe, Gustave Flaubert, and Samuel Richardson. We will inquire into theoretical concerns about the meanings of fiction, among them: In what sense can fiction persuade? Are particular beliefs or principles “argued” by the form of the novel, even against an author’s conscious wishes? To explore these questions, we will also read critical works exemplifying differing answers to the question of how the novel possesses arguments about issues such as class, industry, slavery, and consumer culture.

Format: tutorial. Requirements: Students will meet with the instructor in pairs for one hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner’s papers.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*
(1700-1900)

Tutorial meetings to be arranged.

T. DAVIS

ENGL 323T A Novel Education (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl323.php)

FIX

ENGL 324 Topics in Eighteenth-Century Literature (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/engl/engl324.php)

ENGL 325T(S) Thinking Through *Middlemarch* (W)

George Eliot is often called the most intellectual of English novelists. As the first English translator of Strauss and Feuerbach, editor of the Westminster Review, partner of the philosopher George Henry Lewes, and friend of Herbert Spencer, Charles Darwin, and others, Eliot was abreast of the main intellectual currents of her day. Eliot’s fiction doesn’t just reflect these currents, it participates actively in them. As a result, *Middlemarch*, her most accomplished novel, has an intellectual depth and complexity almost unrivalled in English fiction. We will spend the first two weeks, seminar-style, reading and discussing *Middlemarch* together. Then, moving into tutorial mode, we will reread it, focusing on one of its eight books per week, alongside relevant critical, philosophical, scientific and historical works, ranging from Eliot’s contemporaries to the present day.

Format: tutorial. Requirements: five 3- to 5-page essays; five responses.

Prerequisite: a 100-level English course, except 150. *Enrollment limit 10 (expected: 10). Preference given to English majors.*

(1700-1900 or Criticism)

Tutorial meetings to be arranged.

CASE

ENGL 326T(S) Inscrutable Evil, or the Transformative Horror Film (W)

“Monsters are meaning machines,” the critic Judith Halberstam pointed out, and any number of critics have spotted the etymological connection between the noun monster and the verb demonstrate: to show, to reveal. Horror has been the most durable of film genres and possibly the one that’s had the most radical effect in terms of transforming the medium as a whole. Because of its transgressive nature, it has always attracted a lot of attention, giving its most famous texts enormous cultural reach, and allowing them to become part of ongoing cultural conversations on what defines evil, what constitutes normality, what should remain hidden. Whatever the monster obscures or illuminates about a given culture, the monster’s inscrutability speaks to anxieties about those blind-spots a culture might have about itself. This course will consider a common type of horror film—the kind in which the unspeakable is seen as at least potentially invisible beneath the quotidian—as a way of conceptualizing an instability of increasing social interest: how the rational gives way to—and perhaps might always have masked—the frenzied and the monstrous; how, as Freud sought to demonstrate in his essay “The Uncanny,” the familiar and the disturbingly unfamiliar can be seen to somehow coincide. To a secondary extent, the course will be a study of the features and formal properties of the horror genre itself, and a consideration of its history and influence, with an emphasis on stylistic innovations and thematic preoccupations. Films to be studied will include John Robertson’s *Doctor Jekyll and Mr. Hyde*, Henri-Georges Clouzot’s *Diabolique*, Alfred Hitchcock’s *Psycho*, David Cronenberg’s *The Fly*, Juan Carlos Fresnadillo’s *28 Weeks Later*, and David Fincher’s *Zodiac*.

Format: tutorial. Evaluation based on the writing of and critical response to weekly 5-page papers.

Prerequisite: English 203 or 204, or permission of the instructor. *Enrollment: 10 (expected: 10). Preference given to English majors.*

(Post-1900)

Tutorial meetings to be arranged.

J. SHEPARD

ENGL 329(F) U.S. Wars in Asia and their Legacies (Same as American Studies 329)

The rise of U.S. as a global power in 20th century has been inaugurated and marked perhaps most prominently through its wars in Asia—in the Philippines, Pacific Islands, Korea, Vietnam, etc. These wars have left profound impact and legacy in American political and cultural landscapes, littering them—figuratively speaking, of course—with remnants and excesses of war. And while wars themselves have been theorized as traumatic experiences that resist representation, they have also been, paradoxically, immensely generative of numerous literary and cultural narratives. This course examines texts that engage with these cultural legacies of U.S. wars in Asia. Rather than asking how literary texts represent war and experience of war, we will ask how they respond to, produce and/or problematize the multiple crises and narratives generated through the experience and history of wars in Asia. In addition to the literary texts that we will read (works by Chester Himes, Tim O’Brien, Joan Didion, Graham Greene, among others), there will also be a fair amount of secondary readings that will provide additional historical and theoretical frameworks.

Format: discussion/seminar. Requirements: active class participation, short response papers, and a final paper

(8-10 pages) that will incorporate some independent research.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*

Hour: 11:00-11:50 MWF

UM

ENGL 331 Romantic Poetry (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/engl/engl331.php)

MURPHY

ENGL 332(F) Colonial Subjects (D)

For almost 150 years—from the late seventeenth through the early nineteenth centuries—dramatizations of Aphra Behn's *Oroonoko*, the fictional account of a slave revolt in Surinam, were among the most popular offerings on the London stage; by the late 18th century the title role was commonly played by black actors, some of whom had themselves been slaves, and whose other roles would have ranged from Othello to the villainous "Obi, or Three-Fingered Jack." The same period saw the consolidation of modern botanical and zoological classificatory systems, the emergence of the social sciences (political economy, anthropology, sociology), and the birth of the modern museum. What these phenomena have in common are a complex relation to British colonial expansion and imperial rule, which produced not just the subjection of non-British people, but also, new "subjects" of representation and knowledge. This course will examine a rich array of texts and visual materials that suggest the disruptive and transformative effects Britain's imperial projects had on ways of seeing and knowing, both within and outside the metropolis. Materials will include Behn's *Oroonoko* and 18th and 19th century London stage adaptations of the novel, along with a modern adaptation by Nigerian writer Biyi Bandele (performed for a London audience in 1999); travel narratives, including the journals and anthropological, botanical, and zoological images from the voyages of Thomas Cook; poetry of Phyllis Wheatley, William Blake, and Samuel Taylor Coleridge; autobiographies and polemics by James Gronniosaw, Ottobah Cugano, and Olaudah Equiano; Defoe's *Robinson Crusoe* and Derek Walcott's *Pantomime*. We will also read critical and theoretical material on colonialism and empire. This course is part of the Exploring Diversity Initiative; it investigates how attention to the context of colonial power relations reconfigures our understanding of disciplinary knowledge.

Format: seminar/discussion. Requirements: attendance, active participation, and three 5- to 10-page essays.

Prerequisite: a 100-level English course. *Enrollment limit: 20 (expected: 20). Preference to English majors.*

(1700-1900 or Criticism)

Hour: 2:35-3:50 MR

SWANN

ENGL 333(F) The Nineteenth-Century British Novel

Imagine this: a form of art and entertainment that purports to be able to represent everything—intimate, even inaccessible human thoughts and feelings, love, class, the city, shopping, sexuality, bureaucracy, social bonds, industrialization, nationalism, even modernity itself. In this course we will try to understand the scope of the nineteenth-century British novel's jaw-dropping representational aspirations: its claim to comprehend in its pages both the dizzying complexity of new social, political, and economic structures, as well as delineate in finest detail the texture of individual minds and lives. We will pay attention to the fictional modes by which apparently intractable social problems are resolved, through a sleight of hand act we seem never to tire of, in the realm of romantic love. And while we might think of the novel as an Empire of the Little, endlessly occupied with giving significance to the smallest acts of ordinary human life, we will think about the broader historical and social conditions the novel both represents in its pages, and is a crucial not-so-silent partner in promoting and contesting. We will also interest ourselves in the kind of under-the-counter work the Victorian novel does on behalf of British empire, as well as empire's own behind-the-scenes work for the novel. Since so many of these stories of everyday life seem as familiar to us as everyday life, we will work hard to maintain what is strange and specific about the nineteenth century even as we recognize within these works the birth of so much that is modern in our own culture. Likely authors include: Austen, C. Brontë, Thackeray, Dickens, Eliot, Collins, Wilde, Hardy, Conrad.

Format: seminar/discussion. Requirements: three essays, totaling 20-25 pages, class attendance and productive participation.

Prerequisite: 100-level English course or permission of the instructor. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(1700-1900)

Hour: 1:10-2:25 TF

CASE

ENGL 334(F) US-China Foreign Cultural Relations, 1900-1950 (Same as American Studies 311, Asian Studies 334 and Comparative Literature 311)

(See under COMP 311 for full description.)

(Post-1900)

SO

ENGL 338(S) Literature of the American Renaissance (Same as American Studies 338)

The 1840s and 50s are known as "the American Renaissance," a watershed in American literary history which includes Thoreau's *Walden* and Melville's *Moby-Dick*, Emerson's essays and Hawthorne's fiction. It also includes major abolitionist writings by Frederick Douglass and Harriet Beecher Stowe, Poe's grotesque tales, and the groundbreaking poetry of Walt Whitman and Emily Dickinson. Thus, to study the American Renaissance is to have the pleasure of exploring an inordinately rich period of literary history, and the challenge of negotiating and explaining the links between works that have importantly distinct relationships to the literary culture and national politics of the time. These writers do, however, share more broadly in a historical shift in the construction of private life: the nuclear family, the discipline of psychology, and the idea that one's emotions are a form of essential personal property all emerged into their modern form in the nineteenth century. As part of this historical shift, literature of the American Renaissance constitutes a complex investigation into the life of the emotions, the concept of personal experience, and the representation of intimate human relationships. As we move through fiction by Hawthorne, Melville, Stowe, and Harriet Wilson, the poetry of Whitman and Dickinson, and the essay and autobiography of Emerson, Thoreau, and Douglass, we will explore throughout how these authors deploy emotion, how they conceive of emotion's relationship to the individual person and to the culture at large, and how they variously dramatize the effective leverage of relationships, including heterosexual romantic relationships, relation-

English

ships of slaves to their owners, and masculine relationships both homosocial and homosexual. We will explore this essential period of American literature, then, by inquiring into the ways these authors figure intimacy, emotion, and experience, as a venue to explore more broadly the formations of literary work and its interventions into the culture of a nation heading toward Civil War.

Format: discussion/seminar. Requirements: class participation, email responses to readings, three short papers and a 10-page final paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English and American Studies majors.*

(1700-1900)

Hour: 2:35-3:50 MR

ROSENHEIM

ENGL 342 Representing Sexualities: U.S. Traditions (Same as Women's and Gender Studies 342)

(Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(www.williams.edu/Registrar/catalog/depts/engl/engl342.php)

KENT

ENGL 343T(F) Whitman and Dickinson in Context (W)

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings—in Whitman's case, his essays; in Dickinson's, her letters—we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in his/her work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Format: tutorial. Students will be evaluated on their written work, their oral presentations of that work, their analyses of their colleague's work, and on a final, comprehensive essay that will address the themes engaged in the tutorial.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

(1700-1900)

Tutorial meetings to be arranged.

KENT

ENGL 347(S) 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*, and *The Turn of the Screw*; the novels *Portrait of a Lady*, *The Bostonians*, *What Maisie Knew*, and *The Ambassadors*; and assorted critical writings.

Format: discussion/seminar. Requirements: one 5- to 7-page and one 8- to 10-page paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(1700-1900)

Hour: 1:10-3:50 W

SOKOLSKY

ENGL 348 Imagining Africa: The Politics of Representation (Same as Africana Studies 377 and Comparative Literature 347) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under AFR 377 for full description.)

ROBOLIN

ENGL 349(S) Contemporary Drama and Performance (Same as Comparative Literature 355 and Theatre 345)

(See under THEA 345 for full description.)

(Post-1900)

HOLZAPFEL

ENGL 353 Modern Poetry (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/engl/engl353.php)

SOKOLSKY

ENGL 354(F) Contemporary American Poetry

What happened to American poetry after all the great modernists—Frost, Stevens, Williams, Moore, Pound, etc.—completed their work? The answer would have to be: many different things. This course will look at some of them. We'll begin by reading four undeniably important individual volumes, books that both took our poetry in new directions and laid down challenges that affect any poet writing today. These collections are: *The Lost Son* by Theodore Roethke, *Life Studies* by Robert Lowell, *Geography III* by Elizabeth Bishop, and *77 Dream Songs* by John Berryman. (Reading individual collections will also allow us to talk about how poets construct their books—how the arrangement may change the effect of individual poems, how the books themselves build and unfold—and so we'll avoid one of the dangers of anthologies, where we're more likely to encounter a selection of greatest hits.) Following these first four books, we're read another four collections published more recently, books by poets who are still producing their most exciting work. Likely poets to be considered are Tony Hoagland, Marie Howe,

English

Dean Young, and Louise Gluck. Finally, we will spend some time on very recent individual poems from current publications.

Format: seminar/discussion. Requirements: participation in class discussions, short responses to each book, one short paper, and one longer paper. (Part of the longer paper will be read by the class, and provide the basis for our final set of meetings.)

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 15-20). Preference to English majors.*

(Post-1900)

Hour: 9:55-11:10 TR

RAAB

ENGL 355T(F) Fanaticism (W)

Eighteenth- and nineteenth-century writers of literature and political philosophy repudiate fanaticism—over and over again. Whether as a religious, political or amorous posture, fanaticism is universally decried and never avowed. But what is fanaticism, and why should it be considered such a threat, particularly during a period that for the most part embraced an enlightened secular rationalism? In this course, we will explore these questions by considering literary texts that dramatize fanaticism in light of accounts by such philosophers and historians as Kant, Rousseau, Hobbes, Hume, Burke, Carlyle, Mill, William James, and Adorno. Literary readings will be drawn from works by Swift, Wordsworth, Dickens, Eliot, Balzac, and Henry James. We will also look at drawings and engravings by Hogarth and Goya. While some of these works oppose to fanaticism a capacity for sympathy, self-examination, and political flexibility, others ascribe it to the self-contradictory tenets of nineteenth-century literary realism and political liberalism. Since fanaticism has recently had considerable political currency, we will also consider some contemporary accounts, by Walter Laqueur and others, which reanimate the debates and concerns of the course.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week, will write a 5-page paper every other week (five altogether), 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.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference to junior and senior English majors.*

(1700-1900 or Criticism)

Tutorial meetings to be arranged.

SOKOLSKY

ENGL 358(S) Eroding Witness: Aesthetics, Knowledge, and Racial Perception (Same as African Studies 358 and American Studies 358)

To say that the operation of racism requires making "race" visible is only to state the obvious. How this happens—how the members of a society are trained to perceive specific traits and to connect them with racial identifications—may be somewhat more complex, even if it is taken for granted, as it generally is. Yet it is also obvious that racism imposes limitations on perception—rendering some people "invisible," or "voiceless," or indistinguishable from each other. Rather than thinking of these limits as defects, perhaps they may be understood as productive—as the enabling constraints within which a system of racist perception develops.

In this course, we will consider how such systems of perception have been challenged in African American literary traditions. This has sometimes been construed as a paradox of invisibility and hypervisibility, or as a tension between oral and print culture, or between music and writing. We'll engage it more broadly, situating literary texts within black cultural practices that routinely invoke multiple artistic media at once, pressing against their material limits in a strategy Nathaniel Mackey has termed "eroding witness." For if racism depends on a training of perception, the most powerful challenges to this training do not proclaim a disingenuous "colorblindness"; rather, they draw on visionary political and cultural traditions that improvise what Fred Moten calls "the ensemble of the senses." Assigned readings may include such writers and critics as W.E.B. Du Bois, Alain Locke, Richard Wright, Zora Neale Hurston, Audre Lorde, and Brent Hayes Edwards. We'll also extend our analysis in comparative directions through individual and collaborative research, on topics related to African American visual art, music, and film, and/or other literary and intellectual traditions.

Format: discussion/seminar. Requirements: frequent writing exercises, two short papers, one group research presentation, and a final paper (10-12 pages)

Prerequisite: a 100-level English course, except 150. *Enrollment limit 25: (expected: 25).*

(Post-1900)

Hour: 1:10-2:25 MR

SCHLEITWILER

ENGL 360(F) Joyce's *Ulysses*

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, oedipal dynamics, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism), are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing *Ulysses* as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer's *Odyssey*, as well as biographical and critical essays. (Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.)

Format: discussion/seminar. Requirements: active participation in class discussions, several group reports, a mid-term exam, and two papers.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 15). Preference given to En-*

English

English majors.

(Post-1900)

Hour: 1:10-2:25 MR

TIFFT

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 papers and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limited: 25 (expected: 25).*

(Post-1900)

Hour: 2:35-3:50 MR

FIX

ENGL 365(F) Race, Gender, Space (Same as Africana Studies 400, Comparative Literature 369 and Women's and Gender Studies 400)

(See under AFR 400 for full description.)

ROBOLIN

Students registering for the course through English must have taken a 100-level English course.

(Post-1900)

ENGL 367T(F) Two American Public Intellectuals: Noam Chomsky and Edward Said (Same as American Studies 465T)

(See under AMST 465 for full description.)

WANG

(Criticism)

ENGL 370(F) Sublime Confusion: A Survey of Critical Theory (Same as Comparative Literature 401)

(See under COMP 401 for full description.)

C. BOLTON

(Criticism)

ENGL 373(S) Modern Critical Theory (Same as Comparative Literature 343)

What assumptions govern our modes of interpreting texts? What sorts of power dynamics inform our most seemingly judicious critical acts, and what are their political consequences? We will examine rhetorical theory from the New Critics to Semiotics and Deconstruction, as well as feminist and queer theoretical responses to poststructuralism, in our attempt to answer these questions. We will also consider writings by such political interpreters as Benjamin and Foucault, and works by New Historicists and popular culture analysts. We will refer continuously to literary and cinematic texts.

Requirements: two 8- to 10-page papers.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25.*

(Criticism)

Hour: 1:10-2:25 TF

SOKOLSKY

ENGL 374 Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Asian Studies 305 and Comparative Literature 303) (D)

(See under AMST 305 for full description.)

WANG

ENGL 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, Comparative Literature 375 and Latina/o Studies 403) (D)

(See under AMST 403 for full description.)

WANG

(Post-1900)

ENGL 376(F) Documentary Technologies

This course will investigate the paradoxical ways new media technologies are used to ground notions of the real in contemporary culture. Through a series of readings and workshops we will explore the ways that different documentary modes (such as digital photography, news footage, medical imaging, and home video) inflect our understanding and narration of the world. Topics include: media recycling and culture jamming; the loss of referentiality; changing thresholds of evidence; and strategies for responding to the global media archive. Experience with photography, film history, or web design is helpful, but not necessary.

Format: discussion/seminar. Requirements: exercises in recording and manipulating sound and images; two short writing assignments; and the creation of two audio documentaries.

Prerequisite: a 100-level English course, except 150, or permission of the instructor. *Enrollment limit: 19 (expected: 19). Preference to English majors.*

(Post-1900)

Hour: 2:35-3:50 MR

ROSENHEIM

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, Farah, Marquez, and Mahfouz.

Format: discussion/seminar. Requirements: two papers, 5-6 pages and 8-10 pages. No exams.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English and Comparative Literature majors.*

(Post-1900)

Hour: 11:20-12:35 TR

LIMON

ENGL 388 Asian American Writing and the Visual Arts (Same as American Studies 302) (Not offered 2008-2009) (D)

(See under AMST 302 for full description.)

WANG

ENGL 391 **Imagining Scientists (Same as Environmental Studies 391) (Not offered 2008-2009)**
(www.williams.edu/Registrar/catalog/depts/engl/engl391.php)

A. BARRETT

400-LEVEL COURSES

On the aims of these courses, please see description at beginning of the English Department section of the catalog.

ENGL 401(S) **Shakespeare, Fools, and Folly**

This is an advanced research course for students who wish to conduct independent research. One of Shakespeare's most vexed subjects is the nature and effects of folly, ranging from tragic error to humorous clowning. Fools of many sorts figure prominently throughout Shakespeare's plays, especially in comedies such as *As You Like It* and *Twelfth Night*, but also in tragedies such as *Othello* and *King Lear*; histories such as *Henry the Fourth*, and romances such as *The Tempest*. Some of Shakespeare's greatest characters, like Hamlet and Falstaff, play the fool. Focusing on the language and forms of folly, our reading will also draw upon history, tradition, and critical theories to better understand clowns, fools, madness, and play.

Format: seminar, with substantial independent research. Requirements: regular presentations in seminar, and a term paper of 20 pages, planned with the instructor and revised. Evaluation based on participation and written work.

Prerequisite: English 201 or permission of the instructor. *Enrollment limit: 12 students (expected: 8). Preference to English majors.*

(Pre-1700)

Hour: 9:55-11:10 TR

R. BELL

ENGL 404(F) **Auteur Cinema and the Very Long Film (Same as Comparative Literature 324)**

This course will focus on six master works by six major film directors: Michelangelo Antonioni's *L'Avventura*; Bernardo Bertolucci's *The Last Emperor*; Ingmar Bergman's *Fanny and Alexander*; Francis Ford Coppola's *Apocalypse Now!*; Federico Fellini's *8 1/2*; and Akira Kurosawa's *The Seven Samurai*. These films were not always well received: the audience to *L'Avventura* at Cannes yelled "Cut!" in exasperation with Antonioni's desultory editing; Pauline Kael regarded both *Fanny and Alexander* and *The Last Emperor* as far inferior to Bergman's and Bertolucci's youthful efforts, arguing that both had betrayed their former intellectual rigor with a new sentimentality; Fellini was roundly criticized for narcissism and egotism in casting the heartthrob Marcello Mastroianni as himself and devoting such a long film to his personal creative blockage; and Coppola's *Apocalypse Now!* was perceived as a disaster in terms of its budget, its prolonged shooting schedule in a jungle environment, and its devastating impact on the health of its cast and crew. Only *The Seven Samurai* seems to have been recognized immediately as a masterpiece. All of these films are self-reflexive works, representing both the distinctive personalities of their directors and their individual stylistic and thematic concerns—what makes them examples of *auteur cinema*. During the first half of the course, we will meet to discuss these films individually together with selected readings. At the same time students will be assigned one of these directors to research for a long paper and oral presentation during the second half of the course.

Format: seminar. Requirements: oral presentation and one long paper (15-20 pages).

Prerequisites: one 300-level English class or permission of the instructor. *Enrollment limit: 15 (expected: 15). Preference given to junior and senior English majors.*

(Criticism)

Hour: 1:10-3:50 W

BUNDTZEN

ENGL 407 **Twentieth-Century American Poetic Movements (Same as American Studies 406) (Not offered 2008-2009; to be offered 2009-2010)**

(See under AMST 406 for full description.)

WANG

ENGL 430(S) **Hitchcock and Psychoanalytic Theory**

While Alfred Hitchcock is best known as the creator of many of Hollywood's most entertaining and enduringly popular movies, his films have also inspired a large body of impressively searching theoretical and critical work, particularly in the field of psychoanalytic film criticism. In this seminar, intended primarily for upperclassmen who have already taken an introductory course in cinema as well as at least one upper-level English course, we will use several of Hitchcock's films as the staging ground for explorations of psychoanalytic theory and its applicability to popular culture. We will not be concerned with applying psychoanalytic ideas to Hitchcock's life. Rather, we will explore the ways in which psychoanalytic models might illuminate the psychology and behavior of his characters, the narrative structures of his films, and the nature and dynamics of a spectator's engagement with the films. Topics will include sadism and masochism, voyeurism, the uncanny, fetishism, incest and oedipal conflict, repression, and the strange itineraries of desire. No prior knowledge of psychoanalytic theory is necessary; this course is meant to serve in part as an introduction to Freudian theory. After a basic theoretical foundation has been laid, readings will focus on particular psychoanalytic concepts and phenomena which have special relevance to a given film. A week's assignment will normally comprise one screening and a couple of essays: for the most part, theoretical writings by Freud, but also including some contemporary feminist, queer, and film theory and criticism by such authors as John Berger, Eve Kosofsky Sedgwick, Laura Mulvey, Tania Modleski, and Stephen Heath. Films to be studied will include *Rebecca*, *Strangers on a Train*, *Notorious*, *Spellbound*, *Shadow of a Doubt*, *Rear Window*, *Vertigo*, and *Psycho*. During the course of the semester, students will write two papers of medium length. These papers will be analyzed in part through tutorial or colloquium sessions; at the end of the semester they will be combined and extended in a long final paper.

Format: mostly discussion/seminar, with occasional tutorial and/or colloquium sessions. Requirements: active participation in discussions; one or two short bibliographic assignments; two 6-page papers and occasional short assessments of other students' papers; and one long (15- to 20-page) final paper, which will incorporate revised versions of the shorter papers written earlier.

Prerequisites: one 300-level English class, as well as English 203 ("Reading Films") or 204 ("The Feature Film"),

English

or permission of the instructor. *Enrollment limit: 15 (expected: 10-12). Preference given to English majors.*
(Criticism or Post-1900)

Hour: 1:10-2:25 MR

TIFFT

ENGL 434(S) William Blake

In this course we will study the illuminated works of the poet and printmaker William Blake. Our texts will include *Songs of Innocence and Experience*, *The Marriage of Heaven and Hell*, *Visions of the Daughters of Albion*, *America*, *Europe*, and *Jerusalem*, all of which we will read in facsimile editions. We will also read a range of historical and critical materials. Our discussions will attempt to articulate and explore the particular ways in which Blake's books challenge us as readers of literature, as consumers of cultural products, and as political thinkers.

Format: discussion/seminar. Requirements: frequent informal short writing assignments, one 5-page, and one longer paper (10-15 pages), preceded by conference.

Prerequisites: one 300-level English course or permission of instructor. *Enrollment limit: 15 (expected: 10). Preference given to junior and senior English majors.*

(1700-1900 or Criticism)

Hour: 1:10-3:50 W

SWANN

CREATIVE WRITING COURSES

Students interested in taking a creative writing course should preregister and be sure to attend the first class meeting. Class size is limited; final selections will be made by the instructor shortly after the first class meeting. *Preregistration does not guarantee a place in the class.* Students with questions should consult the appropriate instructor.

ENGL 281(F,S) The Writing of Poetry

A workshop in the writing of poetry. Weekly assignments and regular conferences with the instructor will be scheduled. Students will discuss each other's poems in the class meetings.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students who have preregistered; selection will be based on writing samples and/or conferences with the instructor.*

Hour: 2:35-3:50 TF

2:35-3:50 TF

First Semester: RAAB

Second Semester: RAAB

ENGL 283(F,S) Introductory Workshop in Fiction

A course in basic problems that arise in the composition of short fiction. Individual conferences will be combined with workshop sessions; workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

No prerequisites. *Enrollment limit: 15 (expected: 15). Interested students should preregister for the course and attend the first class; selection will be based on writing samples.*

Hour: 2:35-3:50 TF

2:35-3:50 TF

First Semester: SHEPARD

Second Semester: SHEPARD

ENGL 285(F) The Craft and Gimmicks of Good Prose (Same as Africana Studies 285)

(See under AFR 285 for full description.)

WAINAINA

ENGL 382(S) Advanced Workshop in Poetry

This course will combine individual conferences with workshop sessions at which students will discuss each other's poetry. Considerable emphasis will be placed upon the problems of revision.

Prerequisites: English 281 or permission of instructor. *Enrollment limit: 15 (expected: 15). Candidates for admission should confer with the instructor prior to registration and submit samples of their writing.*

Hour: 9:55-11:10 TR

RAAB

ENGL 384(S) Advanced Workshop in Fiction

A course that combines individual conferences with workshop sessions. Workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

Prerequisites: English 283 or permission of instructor. *Enrollment limit: 15 (expected: 15). Interested students should preregister for the course and attend the first class; selection will be based on writing samples.*

Hour: 1:10-3:50 W

RUSSELL

ENGL 385 Advanced Fiction Workshop: Form and Technique (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/engl/engl385.php)

A. BARRETT

ENGL 486(F) Lying About the Truth: Advanced Fiction Workshop

"Everything flows from the real, including the beautiful deformations of the real."-James Wood

An advanced workshop in the particular problems and possibilities involved in the use of the historical or non-fictional as the basis for fiction. What happens when you attempt to write serious fiction about historical situations or real people? What happens when a piece of fiction reaches outside itself, signals beyond itself to the "real" world? How does using the real as the basis of fiction enhance and/or limit a fiction writer's possibilities?

Format: small workshop with the possibility of tutorial meetings. Requirements: active participation in class discussion; written responses to published and student work; at least two pieces of your own fiction during the semester, and one revision to be turned in after classes are over.

Prerequisites: English 384 or 385, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Selection based on writing samples.*

Hour: 1:10-3:50 W

K. SHEPARD

HONORS AND INDEPENDENT STUDY

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

Prerequisites: unusually qualified and committed students who are working on a major writing or research project may confer with the English Department about possible arrangements for independent study.

English, Environmental Studies

ENGL 493(F) Honors Colloquium

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program. Evaluation will be based on participation and on individual progress on the thesis projects, which will be determined in consultation with each student's honors advisor.

Prerequisite: admission to the department Honors program. *No maximum enrollment.*

Hour: 1:10-2:25 MR

T. DAVIS, Director of Honors

ENGL 494(S) Honors Thesis

Required of all senior English majors pursuing departmental honors.

T. DAVIS, Director of Honors

ENGL 497(F) Honors Independent Study

Required of all senior English majors pursuing Honors in creative writing.

T. DAVIS, Director of Honors

ENGL W30 Honors Thesis: Specialization Route

Required during winter study of all seniors admitted to candidacy for honors *via* the specialization route.

ENGL W31 Senior Thesis

Required during winter study of all seniors admitted to candidacy for honors *via* the thesis route.

ENVIRONMENTAL STUDIES

Director, Associate Professor DOUGLAS GOLLIN

Associate Director, Lecturer SARAH S. GARDNER

Professor: D. GOLLIN. Visiting Assistant Professor: LYNN. Lecturer: S. GARDNER. Research Associates: R. BOLTON, E. GOODMAN, L. VENOLIA.

MEMBERS OF THE CENTER

HENRY W. ART, Professor of Biology

LOIS M. BANTA, Associate Professor of Biology

DONALD deB. BEAVER, Professor of History of Science

DIETER BINGEMANN, Associate Professor of Chemistry

ROGER E. BOLTON, Professor of Economics, *Emeritus*

MICHAEL F. BROWN, Professor of Anthropology and Latin American Studies

JAMES T. CARLTON, Adjunct Professor of Biology and Professor of Marine Science

RONADH COX, Associate Professor of Geosciences

DAVID P. DETHIER, Professor of Geosciences and Mineralogy and Director of Research, Hopkins Forest

GEORGES B. DREYFUS, Professor of Religion

JOAN EDWARDS, Professor of Biology

ANTONIA FOIAS, Associate Professor of Anthropology and Sociology

JENNIFER L. FRENCH, Associate Professor of Spanish Language

PAUL GALLAY, Visiting Professor of Environmental Law

SARAH S. GARDNER, Lecturer in Environmental Studies

DOUGLAS GOLLIN, Professor of Economics

ELISABETH GOODMAN, Visiting Lecturer in Environmental Studies

MARKES E. JOHNSON, Professor of Geosciences

THOMAS C. JORLING, Distinguished Professor of Environmental Studies

KAREN R. MERRILL, Professor of History

MANUEL MORALES, Associate Professor of Biology

LEE Y. PARK, Associate Professor of Chemistry

DAREL E. PAUL, Associate Professor of Political Science

DAVID P. RICHARDSON, Professor of Chemistry

SHEAFE SATTERTHWAITE, Lecturer in Art

STEPHEN C. SHEPPARD, Professor of Public Affairs

DAVID C. SMITH, Senior Lecturer in Biology

JOHN W. THOMAN, Jr., Professor of Chemistry

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies Program, within the liberal arts mission of Williams College, provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The program is designed so that students will understand the complexity of issues and perspectives and to appreciate that most environmental issues lack distinct disciplinary boundaries. Our goal is to aid students in becoming well-informed, environmentally-literate citizens of the planet who have the capacity to become active participants in the local and global community. To this end, the program is designed to develop abilities to think in interdisciplinary ways and to use synthetic approaches in solving problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The concentration in Environmental Studies allows students to pursue an interdisciplinary study of the environment by taking elective courses in the natural sciences, the social sciences, and the humanities and the arts. The purpose of the program is to provide the tools and ideas needed to engage constructively with the environmental and social issues brought about by changes in population, economic activity, and values. Environmental controversies typically call upon citizens and organizations to grasp complex, uncertain science, contending human values, and ethical choices—in short, to grapple with matters for which the liberal arts are a necessary but not suffi-

Environmental Studies

cient preparation. Environmental Studies accordingly includes courses in natural sciences, social sciences, humanities, and the arts, in order to equip students with the broad educational background needed to analyze complex environmental matters and to fashion pragmatic, feasible solutions.

The program is administered by the Center for Environmental Studies (CES), located in Kellogg House. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. The Matt Cole Memorial Library at Kellogg House holds a substantial collection of books, periodicals, unpublished documents, maps, and electronic media. Kellogg House also houses a Geographic Information Systems laboratory as well as study and meeting facilities available to students and student groups. The Center administers the Hopkins Memorial Forest, a 2500-acre natural area northwest of campus, where field-study sites, a laboratory, and passive-recreation opportunities may be found in all seasons. CES also operates an environmental analysis laboratory at the Science Center.

The Environmental Studies Program has three overlapping components:

- ◆ The concentration in Environmental Studies, which consists of a set of seven courses.
- ◆ The Four Places goal. (*See below.*)
- ◆ Honors in Environmental Studies; a senior thesis is encouraged but not required.

Concentration Requirements

Seven courses are required: four are *core* courses to be taken by all students earning the concentration; three are *distribution* courses to be selected from the lists below.

Core courses

- 101 Humans and the Biosphere
- 203 Ecology
- 302 Environmental Planning and Design Workshop
- 402 Senior Seminar

The core courses are intended to be taken in sequence, although there is some flexibility allowed. Environmental Studies (ENVI) 101 is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 203 is a course in ecology (offered in Biology) that provides a unified conceptual approach to the behavior of living things in the natural world. ENVI 302 puts teams of students to work on planning projects of immediate importance in the Berkshires. ENVI 402, the senior seminar, is an opportunity for concentrators majoring in a wide variety of disciplines to draw together their educational experiences and provide a personal accounting of how they understand the interdisciplinary character of environmental studies and its connections to their future lives and careers. The core course structure affords students freedom to explore and to specialize in diverse fields of study, while sustaining a focus on environmental questions throughout their time at Williams.

An interdisciplinary course emphasizing field science, ENVI 102 (*Introduction to Environmental Science*), is strongly recommended for all students interested in the concentration.

Distribution Courses

In order to earn the concentration a student must take one course from *each* of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major.

The Natural World

- Anthropology 102/Environmental Studies 106 Human Evolution: Down from the Trees, Out to the Stars
- Anthropology/Environmental Studies 390 Nature and Culture
- Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
- Biology/Environmental Studies 220 Field Botany and Plant Natural History
- Biology 302/Environmental Studies 312 Communities and Ecosystems
- Biology 402T/Environmental Studies 404T Topics in Ecology: Biological Resources
- Biology/Environmental Studies 424T Conservation Biology
- Chemistry/Environmental Studies 341 Toxicology and Cancer
- Chemistry/Environmental Studies 364 Instrumental Methods of Analysis
- Environmental Studies 102 Introduction to Environmental Science
- Geosciences 101/Environmental Studies 105 Biodiversity in Geologic Time
- Geosciences/Environmental Studies 103 Global Warming and Natural Disasters
- Geosciences/Environmental Studies/Maritime Studies 104 Oceanography
- Geosciences 201/Environmental Studies 205 Geomorphology
- Geosciences 205/Environmental Studies 207 Earth's Strategic Resources (deleted 2008-2009)
- Geosciences/Environmental Studies 206 Renewable Energy and the Sustainable Campus
- Geosciences/Environmental Studies 208 Water and the Environment (Deleted 2008-2009)
- Geosciences/Environmental Studies 214 Remote Sensing and Geographic Information Systems
- Geosciences/Environmental Studies 215 Climate Changes
- Geosciences/Environmental Studies 218T The Carbon Cycle and Climate
- Geosciences/Environmental Studies 219T The Geology and Development of Modern Asia
- INTR/Environmental Studies/Biology 225 Natural History of the Berkshires
- Maritime Studies 211/Geosciences 210 Oceanographic Processes
- Maritime Studies 311/Biology 231 Marine Ecology
- Mathematics 335T/Biology/Environmental Studies 235T Biological Modeling with Differential Equations
- Physics/Environmental Studies 108 Energy, Science and Technology

Humanities, Arts, and Social Sciences

- Anthropology 214/Environmental Studies 224 The Rise and Fall of Civilizations
- ArtH/Environmental Studies 201 American Landscape History

Environmental Studies

ArtH 213/Environmental Studies 211 North-American Dwellings
 ArtH 215 /Environmental Studies 216 The Aesthetics and Culture of North American Woodlands
 ArtH/Environmental Studies 252 Campuses
 ArtH/Environmental Studies 308 North American Park Idea
 ArtH /Environmental Studies 310 American Agricultural History
 ArtS 329 Architectural Design II
 Economics 366 Rural Economics of East Asia
 English/Environmental Studies 391 Imagining Scientists
 English/Environmental Studies 478 Nature/Writing
 Environmental Studies/English 405 The Arctic: Memory, Landscape, Tradition (Deleted 2008-2009)
 History/Environmental Studies 192 War and the Disruption of Nature (Deleted 2008-2009)
 History/Environmental Studies 353 North American Indian History: Precontact to the Present
 History/Environmental Studies 371 American Environmental Politics (Deleted 2008-2009)
 History/Environmental Studies 373 Va Va Vroom! A Nation on Wheels
 Maritime Studies/History 352 America and the Sea, 1600-Present
 Maritime Studies/English 231T Literature of the Sea
 Religion/Environmental Studies 287 The Dynamics of Globalization: Society, Religion and the Environment
 Religion 302 Religion and Reproduction
 Sociology 268 Space and Place
 Sociology 315 Culture, Consumption and Modernity
 Sociology 368 Technology and Modern Society

Environmental Policy

Economics 204/Environmental Studies 234 Economic Development in Poor Countries
 Economics/Environmental Studies 212/512 Agriculture and Development Strategy
 Economics/Environmental Studies 213 The Economics of Natural Resource Use
 Economics 215 International Trade, Globalization and Its Effects
 Economics/Environmental Studies 221 Economics of the Environment
 Economics/Environmental Studies 379 Economics of Sustainability
 Economics 383 Cities, Regions and the Economy
 Economics/Environmental Studies 386 Environmental Policy and Natural Resource Management
 Economics/Environmental Studies 388 Urbanization and Development
 Environmental Studies 307/Political Science 317 Environmental Law
 Maritime Studies/Environmental Studies 351 Marine Policy
 Political Science 229 Global Political Economy
 Political Science 327/Environmental Studies 329 The Global Politics of Development and Underdevelopment

Variations from the requirements of the concentration must be approved in writing by the director of the program. Students are urged to consult with program faculty and the director as soon as they develop an interest in the concentration or if they intend to participate in study away opportunities.

In addition to courses fulfilling the concentration requirements, the following electives and related electives are offered:

Environmental Studies 397, 398 Independent Study of Environmental Problems
 Environmental Studies 493-W31-494 Senior Research and Thesis

Winter study courses play an important role in the program, offering opportunities to experiment in fields unfamiliar to the student, and for interdisciplinary topics to be developed by faculty working alone and in teams. Students are urged to review each year's winter study offerings bearing in mind their interests in the environment.

Rationale for Course Numbering

The numbering sequence of the four required courses reflects the order in which they should be taken, although Environmental Studies 302 may be taken in the senior or sophomore year if a student is away junior year. Cross-listed courses are assigned the same number as the departmental number whenever possible.

Four Places—A Goal

The human place in natural landscapes is geographic, and learning about particular places is an essential part of environmental studies. By the time each student in Environmental Studies graduates, she or he should have developed intellectual insight into and personal *experience* of four places: "Home"; "Here"—the Berkshires; "There"—an alien place; and "The World"—a global perspective. For practical purposes, "There" is a place where the geography is unusual in the student's experience (e.g., developing country, inner city, arctic), so are the socioeconomic circumstances (for example, per capita income might be a small fraction of a year's tuition at Williams), and the language is not standard English. Although this goal is not a requirement for the concentration, it is a significant aspect of the program, and CES resources are aimed in part at enabling all students to meet 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.

Environmental Studies

Honors in Environmental Studies

A student earns honors in Environmental Studies by successfully completing a rigorous, original independent research project under the supervision of two or more members of the faculty, including at least one member of the CES faculty. The research project should be reported and defended both in a thesis and orally. A student may undertake an honors thesis and submit it to both his or her major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the director of the program no later than the beginning of the student's senior year. Students who pursue honors in Environmental Studies alone should enroll in Environmental Studies 493-W31-494, Senior Research and Thesis, in addition to completing the requirements for the concentration.

Because most research requires sustained field, laboratory, or library work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year doing honors research. Funds to support student research are available from restricted endowments of the Center, and an open competition is held each spring, to allocate the limited resources. Some departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the possibility of summer research in mind.

Honors in Environmental Studies will be awarded on the basis of the academic rigor, interdisciplinary synthesis, independence, and originality demonstrated by the student and in the completed thesis.

STUDY ABROAD

The Program in Environmental Studies encourages its concentrators to study abroad if feasible, and there are a variety of study abroad programs that include courses and experiential learning about the environment. Students should speak to the chair of the program as early as possible in making their plans in order to confirm what courses abroad will be eligible for credit as an elective course in the concentration. Students may not use study abroad classes to fulfill any of the program's core course requirements.

ENVI 101(F) Humans and the Biosphere: An Introduction to Environmental Studies

This course introduces environmental studies as an interdisciplinary field drawing from the natural and social sciences, as well as the arts and humanities. By the end of the semester, students should be able to recognize and investigate the causes, consequences and responses to humanity's impact on the environment. This interdisciplinary understanding is indispensable to developing sustainable societies that promote the well-being of people, animals and their habitats.

Format: lecture/discussion. Evaluation is based on tests, a final exam, and active participation in class.

No enrollment limit.

Satisfies one semester of the Division II requirement.

Satisfies a required core course for the Environmental Studies concentration.

Hour: 9:55-11:10 TR

Conference: TBA

LYNN

ENVI 102(S) Introduction to Environmental Science

The field of environmental science considers physical, chemical, and biological interactions in an integrated approach to complex environmental systems. This course introduces students to multidisciplinary scientific methods used to assess and interpret human impacts on the environment. Through hands-on study of several local sites, we probe five global themes: the carbon cycle and climate change; acid deposition; toxic metals; water quality; and waste treatment. Discussions of case studies from other parts of the world illustrate the global analogues of these local studies. Following these group projects, students design and complete independent projects in subjects of particular interest to them.

Format: two 75-minute workshop/discussion sessions, and one 4-hour field/laboratory session each week. Evaluation is based on reports of field and laboratory projects, participation in discussion, and an independent research project.

Enrollment limit: 24 (expected: 24). Preference given to first-year students. This course is an introductory science seminar; designed for students who have a strong interest in Environmental Science. Satisfies one semester of the Division III requirement. This course also satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 8:30-9:45 TR

Lab: 1-4 T,W

COOK and THOMAN

ENVI 103(F) Global Warming and Natural Disasters (Same as Geosciences 103)

(See under GEOS 103 for full description.)

DETHIER

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

ENVI 104(S) Oceanography (Same as Geosciences 104 and Maritime Studies 104)

(See under GEOS 104 for full description.)

COX

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

ENVI 105(F) Biodiversity in Geologic Time (Same as Geosciences 101)

(See under GEOS 101 for full description.)

M. JOHNSON

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

ENVI 106 Human Evolution: Down From the Trees, Out to the Stars (Same as Anthropology 102)

(Not offered 2008-2009; to be offered 2009-2010)

(See under ANTH 102 for full description.)

FOIAS

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 108(S) Energy Science and Technology (Same as Physics 108) (Q)

(See under PHYS 108 for full description.)

STRAIT

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

Environmental Studies

- ENVI 134(F) The Tropics: Biology and Social Issues (Same as Biology 134) (D)**
 (See under BIOL 134 for full description.) D. C. SMITH
This course satisfies "The Natural World" requirement for the Environmental Studies concentration.
- ENVI 201(F) American Landscape History (Same as ArthH 201) (W)**
 (See under ARTH 201 for full description.) SATTERTHWAITHE
This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.
- ENVI 203(F) Ecology (Same as Biology 203) (Q)**
 (See under BIOL 203 for full description.) J. EDWARDS
Required course for students wishing to complete the Environmental Studies concentration.
- ENVI 205(F) Geomorphology (Same as Geosciences 201)**
 (See under GEOS 201 for full description.) DETHIER
This course satisfies "The Natural World" requirement for the Environmental Studies concentration.
- ENVI 206(S) Renewable Energy and the Sustainable Campus (Same as Geosciences 206)**
 (See under GEOS 206 for full description.) ART and DETHIER
This course satisfies "The Natural World" requirement for the Environmental Studies concentration.
- ENVI 212(S) Agriculture and Development Strategy (Same as Economics 212, Economics 512 and International Studies 201)**
 (See under ECON 212 for full description.) GOLLIN and KISAMBA MUGERWA
This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.
- ENVI 213 The Economics of Natural Resource Use (Same as Economics 213) (Not offered 2008-2009; to be offered 2009-2010) (Q)**
 (See under ECON 213 for full description.)
This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.
- ENVI 214(S) Remote Sensing and Geographic Information Systems (Same as Geosciences 214)**
 (See under GEOS 214 for full description.) DETHIER and KARABINOS
This course satisfies "The Natural World" requirement for the Environmental Studies concentration.
- ENVI 215(S) Climate Changes (Same as Geosciences 215) (Q)**
 (See under GEOS 215 for full description.) COOK
This course satisfies "The Natural World" requirement for the Environmental Studies concentration.
- ENVI 218T(F) The Carbon Cycle and Climate (Same as Geosciences 218T) (W)**
 (See under GEOS 218 for full description.) COOK
This course satisfies "The Natural World" requirement for the Environmental Studies concentration.
- ENVI 220(S) Field Botany and Plant Natural History (Same as Biology 220)**
 (See under BIOL 220 for full description.) J. EDWARDS
This course satisfies "The Natural World" requirement for the Environmental Studies concentration.
- ENVI 224(F) The Rise and Fall of Civilizations (Same as Anthropology 214)**
 (See under ANTH 214 for full description.) FOIAS
This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.
- ENVI 225 Natural History of the Berkshires (Same as Biology 225 and INTR 225) (Not offered 2008-2009; to be offered 2009-2010)**
 (See under BIOL 225 for full description.) ART
Satisfies one semester of the Division III requirement.
This course satisfies the "Natural World" requirement for the Environmental Studies concentration.
- ENVI 230(F) Nature and Politics in the Himalayan Region**
 The Himalayan Mountain region stretches over an arc of 2,400 km, including territories of at least seven nation-states. Today, the region holds the largest remnant expanse of forests and other wildernesses in the Indian sub-continent, and it is a major global biodiversity hot-spot. About one-sixth of the world's population lives in the drainage basins of the Himalayan glaciers and rivers. The mountains and rivers often serve as national borders, creating lines of contestation. The region's biological and water "resources" are also subjects of dispute and contestation, with the interested parties including hundreds of millions of people downstream. All these forces combine to make the Himalayan region one of growing interest to international markets and politics, as well as regional and global conservation agendas. The course will introduce students to the political ecology of these influences, with an emphasis on how they present and manifest themselves on the ground. The course will follow a discussion format. Format: lecture/discussion. Requirements: multiple 5- to 8-page papers, plus occasional assignments based on readings. One long paper may be substituted for several short papers, with the permission of the instructor. Prerequisites: Environmental Studies 101 or permission of instructor. *Enrollment limit: 20 (expected: 15).*
This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.
Satisfies one semester of the Division II requirement.
 Hour: 2:35-3:50 MR THEOPHILUS
- ENVI 231(S) Political Ecology of International Biodiversity Conservation**
 This course will begin by exploring concepts of biological diversity and current threats and problems facing biodiversity, such as changing land use patterns, consumerism, genetic engineering, industrial agriculture, and invasive species. We will then examine competing notions of biodiversity conservation: why, where, what, who de-

Environmental Studies

cides, and how best to conserve? What is the relationship between neo-liberal globalization and current conservation strategies? Are calls for increased conservation measures a result of economic-induced ecological degradation, or another form of development in line with neo-liberal paradigms of international donors (intergovernmental, NGOs, corporations)? Are rapidly expanding protected areas in developing countries the new colonialism driven by a globalization of western environmentalisms? What is the relationship between western science and traditional ecological knowledge regarding causes and solutions for biodiversity conservation? We will then examine the role of alternatives challenging conventional notions of conservation, such as bioregionalism, community-based strategies, participatory management, radical ecology and others.

Format: lecture/discussion. Requirements: multiple 5- to 8-page papers, plus occasional assignments based on readings. One long paper may be substituted for several short papers, with the permission of the instructor.

Prerequisites: Environmental Studies 101 or permission of instructor. *Enrollment limit: 20 (expected: 15). This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration. Satisfies one semester of the Division II requirement.*

Hour: 2:35-3:50 MR

J. JONES

ENVI 234(F) Economic Development in Poor Countries (Same as Economics 204)

(See under ECON 204 for full description.)

N. WILSON

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 235T Biological Modeling with Differential Equations (Same as Biology 235T and Mathematics 335T) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(See under MATH 335 for full description.)

S. JOHNSON

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof.

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

ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as Religion 287) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under REL 287 for full description.)

DREYFUS

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 302(F) Environmental Planning Workshop

This interdisciplinary course introduces the theories, methodologies, and legal framework of environmental planning and provides students with experience in the planning process through project work in the Berkshire region. The first part of the course introduces the students to planning literature through analysis and discussion of case studies. In the second section of the course students apply their skills to the study of an actual planning problem. Small teams of students, working in conjunction with a client in the community, research and propose solutions to a local environmental planning problem. The project work draws on students' academic training, extracurricular activities, and applies interdisciplinary knowledge and methodologies. The course culminates in public presentations of each team's planning study. This course also includes field trips and computer labs.

Format: discussion/project lab. Requirements: midterm exam, short written exercises, class presentations, public presentations, final group report.

Prerequisites: Environmental Studies 101 and Biology/Environmental Studies 203, or permission of instructors.

Enrollment limit: 16. Open to juniors and seniors only.

Required course for students wishing to complete the Environmental Studies concentration.

Hour: 11:20-12:35 TR

Lab: 1-4 T,R

GARDNER and GOODMAN

ENVI 306(F) Interpreting Nature: Meaning and Method in Environmental Studies

This course exposes students to the theory and practice of qualitative research. It is a 'way of knowing' that is strikingly different yet complementary to the quantitative approaches familiar to the natural and social sciences. We will examine a range of qualitative theories and methods, explore case studies that emphasize environmental and global issues, and learn how to identify, collect and analyze qualitative data. Through methods that interpret human thought and action, as well as natural and humanized landscapes, qualitative research helps us apprehend the meaning of humanity's relationship with animals and nature.

Format: lecture/discussion. Evaluation is based on tests, a research paper (in lieu of a final exam), and active participation in class.

Enrollment limit: 20, or through the permission of the instructor.

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration. Satisfies one semester of the Division II requirement.

Hour: 8:30-9:45 TR

LYNN

ENVI 307 Environmental Law (Same as Political Science 317) (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/envi/envi307.php)

ENVI 308(S) The North-American Park Idea (Same as ArtH 308) (W)

(See under ARTH 308 for full description.)

SATTERTHWAITE

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 309(S) Understanding Policy: Science, Politics and Ethics

This course looks at environmental (and other) policies in light of the critical, interpretive and ethical turns in the social sciences. These turns emphasize the role of agency, meaning, power, discourse, and justice in the policy process, and are indispensable to understanding what policy is and how it works. We shall look at the theory, method and practice of this broadly 'critical' approach to policy, and apply its insights and tools to a set of empirical cases where the well-being of people, animals and nature is at stake.

Format: lecture/discussion. Evaluation is based on tests, a research paper (in lieu of a final exam), and active participation in class.

Environmental Studies

Enrollment limit: 20, or through the permission of the instructor.

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration. Satisfies one semester of the Division II requirement.

Hour: 8:30-9:45 MW

LYNN

ENVI 310(S) American Agricultural History (Same as Arth 310) (W)

(See under ARTH 310 for full description.)

SATTERTHWAITE

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 312(F) Communities and Ecosystems (Same as Biology 302) (Q)

(See under BIOL 302 for full description.)

MORALES

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

ENVI 329(S) The Global Politics of Development and Underdevelopment (Same as Political Science 327)

(See under PSCI 327 for full description.)

PAUL

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 341 Toxicology and Cancer (Same as Chemistry 341) (Not offered 2008-2009; to be offered 2009-2010)

(See under CHEM 341 for full description.)

RICHARDSON

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

ENVI 351(FS) Marine Policy (Same as Maritime Studies 351) (Offered only at Mystic Seaport.)

(See under MAST 351 for full description.)

HALL

Satisfies one semester of the Division II requirement. This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 353(S) North American Indian History: Pre-Contact to the Present (Same as History 353)

(See under HIST 353 for full description.)

AUBERT

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 364(S) Instrumental Methods of Analysis (Same as Chemistry 364) (W)

(See under CHEM 364 for full description.)

C. GOH

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

ENVI 373 Va Va Vroom!—A Nation on Wheels (Same as History 373) (Not offered 2008-2009; to be offered 2009-2010)

(See under HIST 373 for full description.)

DALZELL

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 379(F) Economics of the Environment (Same as Economics 379) (Q)

(See under ECON 379 for full description.)

KONISHI

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 386(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Economics 515) (Q)

(See under ECON 386 for full description.)

KONISHI

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 388(S) Urbanization and Development (Same as Economics 388 and Economics 521)

(See under ECON 521 for full description.)

S. SHEPPARD

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 390(F) Nature and Culture (Same as Anthropology 390)

(See under ANTH 390 for full description.)

HAUGH

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 391 Imagining Scientists (Same as English 391) (Not offered 2008-2009; to be offered 2009-2010)

(See under ENGL 391 for full description.)

A. BARRETT

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 397(F), 398(S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the director of the Center.

Hour: TBA

Members of the Center

ENVI 402(S) Perspectives on Environmental Issues: Senior Seminar (Same as Maritime Studies 402)

This seminar focuses on the ethical and conceptual dimensions of environmental studies. It does so to facilitate our individual reflection and collective deliberation about humanity's relationship to nature, the framing of environ-

Environmental Studies, First-Year Residential Seminar

mental issues in scientific, political and moral debate, and the implications this has for the resolution of environmental problems. Environmental Studies and Maritime Studies provide students with an opportunity to explore nature–society relations from local to global scales, and with particular emphasis on terrestrial and aquatic contexts. Students integrate what they learn in this seminar with their prior coursework and experience, and produce a policy–relevant research paper on an environmental issue of their choice.

Format: seminar. Evaluation is based on tests, a research paper (in lieu of a final exam), and active participation in class.

Prerequisites: ENVI 302 or MAST 351. *Enrollment is limited to Environmental Studies or Maritime Studies concentrators, or through the permission of the instructor.*

Hour: 8:30-9:45 TR

LYNN

ENVI 404T Topics in Ecology: Biological Resources (Same as Biology 402T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under BIOL 402 for full description.)

ART

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

ENVI 424T Conservation Biology (Same as Biology 424T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under BIOL 424 for full description.)

J. EDWARDS

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

ENVI 493(F)-W31-494(S) Senior Research and Thesis

FIRST-YEAR RESIDENTIAL SEMINAR

The First-Year Residential Seminar is a program designed to help students explore new ways of integrating their social and intellectual lives. Students who participate live together in the same residential unit, and take the seminar together during the fall semester. Enrollment in the seminar is restricted to students in the program. The seminar explores topics and issues that can be expected to promote lively discussions both in and out of class. It may be team-taught and may contain interdisciplinary subject matter.

All entering first-year students have the opportunity to express interest in participating ; if more students are interested than there are spaces available, selection is done randomly. Participants must commit themselves to taking FRS 101.

FRS 101(F) Interpreting Human Experience (W)

How we make sense of the world, and of our lives, depends to a considerable degree on the intellectual methodologies we apply to the task of interpretation. Freud, for instance, saw selfhood and perception as fundamentally determined by the structures of the psyche itself; Marx, by contrast, argued that our sense of reality is conditioned primarily by our material and social circumstances; more recently, historian of science Thomas Kuhn has emphasized that the underlying assumptions which shape the very questions we pose as thinkers significantly influence and limit what data, and thus what reality, we are most likely to observe. This course aims to provide a foundational experience for the liberal arts education, by engaging with key religious, political, literary, anthropological, philosophical and psychoanalytic texts with a view to complicating our sense of the purposes and possibilities of intellectual life and confronting the challenges of epistemology. Readings will include works by Plato, John Stuart Mill, Marx, E.M. Forster, Freud, Rousseau, Brecht, Dangarembga, and extracts from the Bible and the Qur'an. In keeping with the aims of the FRS program, the course is intended to foster productive connections between what we discuss and debate in class and your broader experiences as students. The course will invite and promote interdisciplinary connections between core ways of seeing and interpreting the world, with a strong emphasis on improving your critical skills.

Format: seminar. Requirements: regular short writing assignments designed to hone your reading skills; four papers ranging from 3-5 pages; and active contribution to discussion.

Enrollment limit: 19 (expected: 19). Enrollment limited to FRS students.

Satisfies one semester of the Division I requirement.

Hour: 10:00-10:50 MWF

J. PETHICA

FRS 103(F) Perspectives on Sex

This course explores the biological and social factors that shape sex, sexual orientation, and sex behaviors. We will begin by examining the biological processes underlying mammalian sexual differentiation and explore how these developmental processes alter anatomy and brain organization. We will then consider how these biological underpinnings influence sexual orientation, gender identity, and sex behaviors. During the semester, we will evaluate multiple methodologies used to assess human sex behavior, and discuss the ways in which research with other species can inform our understanding of human sex behavior. We will also investigate how social factors across the lifespan influence sex behavior. This course is not a substitute for Psychology 101 and does not satisfy the prerequisite for upper-level psychology courses.

Format: seminar. Requirements: position papers and critiques, presentations, active contribution to discussion, and final paper.

Enrollment limit: 14 (expected: 14). Enrollment limited to FRS students.

Satisfies one semester of the Division III requirement. This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 11:00-12:15 WF

N. SANDSTROM

GEOSCIENCES (Div. III)

Chair, Professor PAUL M. KARABINOS

Professors: DETHIER, M. JOHNSON, KARABINOS, WOBUS. Associate Professor: COX**. Assistant Professor: GILBERT. Visiting Assistant Professor: COOK. 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, five designated advanced courses, and three elective courses.

Sequence Courses (required of majors)

- 201 Geomorphology
- 202 Mineralogy and Geochemistry
- 301 Structural Geology
- 302 Sedimentology
- 401 Stratigraphy

Elective courses may be clustered to provide concentrations in selected fields. Suggested groupings are listed below as guidelines for course selections, but other groups are possible according to the interests of the students. Departmental advisors are given for the different fields of Geosciences.

I Environmental Geoscience. For students interested in surface processes and the application of geology to environmental problems such as land use planning, resource planning, environmental impact analysis, and environmental law. Such students should also consider enrolling in the coordinate program of the Center for Environmental Studies.

- 103 Global Warming and Natural Disasters
- 104 Oceanography
- 206 Renewable Energy and the Sustainable Campus
- 214 Remote Sensing and Geographic Information Systems
- 215 Climate Changes

(Students interested in Environmental Geosciences should consult with Professor Dethier or Cook.)

II Oceanography, Stratigraphy and Sedimentation. For students interested in the study of modern and ancient sedimentary environments and the marine organisms that inhabited them.

- 101 Biodiversity in Geologic Time
- 104 Oceanography
- 206 Renewable Energy and the Sustainable Campus
- 212 Invertebrate Paleobiology

(Students interested in Oceanography, Stratigraphy, and Sedimentation should consult with Professors M. Johnson or Cox.)

III The Solid Earth. For students interested in plate tectonics, the processes active within the Earth, the origin and deformation of rocks and minerals, and mineral exploration.

- 102 An Unfinished Planet
- 105 Geology Outdoors
- 303 Igneous and Metamorphic Petrology

(Students interested in The Solid Earth should consult with Professors Wobus or Karabinos.)

With the consent of the department, certain courses at the 200 level or higher in biology, chemistry, mathematics and statistics, or physics may be substituted for elective courses in the major. Credit may be granted in the Geosciences major for American Maritime Studies 211/Geosciences 210 (*Oceanographic Processes*) or American Maritime Studies 311/Biology 231 (*Marine Ecology*) taken at Mystic Seaport.

Students considering graduate work in geosciences should also take courses in the allied sciences and mathematics in addition to the requirements of the Geosciences major. The selection of outside courses will depend on the field in which a student intends to specialize. Most geoscience graduate schools require a year of chemistry and mathematics through 105. For those going into Environmental Geoscience, courses in computer science or statistics are recommended. For those considering Oceanography, Stratigraphy, and Sedimentation, Biology 102 and Biology 203 are suggested. For students entering Solid-Earth fields, Physics 131 and 132 are recommended.

THE DEGREE WITH HONORS IN GEOSCIENCES

In order to be recommended for the degree with honors, a student is expected to have completed at least two semesters and a winter study project (031) of independent research culminating in a thesis which demonstrates

Geosciences

outstanding achievement of an original and innovative nature. The principal considerations in admitting a student to a program of independent research are mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation.

Further advice on the major can be obtained from the department chair.

STUDY ABROAD

Students planning on studying abroad should meet as early as possible with the Department Chair to plan study-abroad courses and to discuss how potential courses might be used in the Geosciences major. In recent years students have found that courses offered by universities in New Zealand, particularly the University of Otago, provide an excellent complement to courses offered at Williams. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted as part of the Geosciences major. Many other study-abroad programs, however, do not usually offer courses that are acceptable substitutes for courses required by the Williams Geoscience major.

GEOS 101(F) Biodiversity in Geologic Time (Same as Environmental Studies 105)

Is planet Earth now undergoing the most severe mass extinction of species ever to have occurred during its 4.5-billion-year history? By some calculations, the expanding population of a single species is responsible for the demise of 74 species per day. This provocative question is addressed by way of the rock and fossil record as it relates to changes in biodiversity through deep geologic time before the appearance of *Homo sapiens* only 250,000 years ago. Long before human interaction, nature conducted its own experiments on the complex relationship between evolving life and changes in the physical world. This course examines ways in which wandering continents, shifting ocean basins, the rise and fall of mountains, the wax and wane of ice sheets, fluctuating sea level, and even crashing asteroids all shaped major changes in global biodiversity. Particular attention is drawn to the half dozen most extensive mass extinctions and what factors may have triggered them. Equal consideration is given to how the development of new ecosystems forever altered the physical world. How and when did the earliest microbes oxygenate the atmosphere? Do the earliest multicellular animals from the late Precambrian portray an architectural experiment doomed to failure? What factors contributed to the explosive rise in biodiversity at the start of the Cambrian Period? What explanation is there for the sudden appearance of vertebrates? How and when did plants colonize the land? What caused the demise of the dinosaurs? Is the present dominance of mammals an accident of nature? The answers to these and other questions are elusive, but our wise stewardship of the planet and its present biodiversity may depend on our understanding of the past. Concepts of plate tectonics and island biogeography are applied to many aspects of the puzzle.

Format: lecture; one laboratory per week (some involving field work); plus one all-day field trip to the Helderberg Plateau and Catskill Mountains of New York. Evaluation will be based on weekly quizzes and lab work, a mid-term exam, and a final exam.

No prerequisites. *Enrollment limit: 35 (expected: 20).*

Hour: 10:00-10:50 MWF

Lab: 1-3 M,T

M. JOHNSON

GEOS 102(S) An Unfinished Planet

The Earth is a work-in-progress, an evolving planet whose vital signs—as expressed by earthquakes, volcanic eruptions, and shifting plates—are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of this century—to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook and primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Format: lecture, three hours per week; lab (several involving field work), two hours per week; one required all-day field trip during the last week of the semester to the Connecticut Valley and the highlands of western Massachusetts. Evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam.

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

Hour: 10:00-10:50 MWF

Lab: 1-3 W,R

WOBUS

GEOS 103(F) Global Warming and Natural Disasters (Same as Environmental Studies 103)

The destruction caused by recent hurricanes such as Katrina, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in Indonesia and sea level encroachment on the Alaska coast are visible examples of natural disasters that may be modulated by climate change. Reports from the World Bank conclude that global climate change, together with environmental degradation and urbanization, has the potential to increase the severity and impact of natural disasters. In this course we globally examine geological and climatological processes that “set up” natural disasters such as hurricanes, floods, landslides, droughts, extreme temperatures, and coastal surges, as well as the processes that condition availability of water resources. We study in detail the causes and anticipated consequences of human alteration of climate and its impact on the spectrum of natural hazards and resources. During laboratory sessions we use local field sites and computer models to analyze recent disasters/hazards and options for mitigating future impacts and study trends in weather and climate.

Format: lectures, 3 hours per week; laboratory, 2 hours per week. Evaluation based on written reports from laboratories, two hour exams and a final exam.

No prerequisites. *Enrollment limit: 24 (expected 24). Preference to first- and second-year students.*

Hour: 11:00-11:50 MWF

Lab: 1-3 M,W

COOK and DETHIER

GEOS 104(S) Oceanography (Same as Environmental Studies 104 and Maritime Studies 104)

In this integrated introduction to the oceans, we will examine formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate;

Geosciences

deep marine environments; coastal processes; productivity in the oceans; and marine resources. Coastal oceanography will be investigated on an all-day field trip to Williams@Sea: the Williams-Mystic Program in Connecticut. Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day 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 may not be taken pass-fail. Students who have taken Geosciences 210/MAST 211 (at Williams-Mystic) may not take Geosciences 104 for credit.

Hour: 11:00-11:50 MWF

Lab: 1-3 M,T

COX

GEOS 105(F) Geology Outdoors (W)

An introduction to geology through student field projects. The mountains, lakes, rivers, and valleys of the Williamstown area provide unusual opportunities for learning geology in the field. Student projects will include the study of streams as active agents of erosion and deposition, the effects of glaciation on the New England landscape, and the history of mountain building in the Appalachians. Following several group projects introducing the techniques of field geology, students will pursue independent projects on subjects of particular interest to them. This course departs from the standard science course format with three lectures and a required lab each week. Instead, emphasis is placed on learning through active participation in field projects and presentation of results through high quality writing. The class will meet two afternoons each week from 1:00 to 3:45 p.m. There will be two all day field trips. This course is designed for students who have a serious interest in geology or other natural and environmental sciences, the outdoors, and writing.

Format: discussion/field laboratory, six hours per week. Evaluation will be based on participation in field work and discussions, five 8-page papers based on field projects, and an oral presentation of independent projects. Students will use detailed comments on their papers to improve their writing style in successive assignments.

No prerequisites; no previous knowledge of geology required. *Open only to first-year students. Enrollment limit: 10 (expected:10).*

Hour: 1:10-3:50 TF

KARABINOS

GEOS 110T(S) Galapagos Islands Field Geology and Biology (W)

Islands are attractive places for field studies because they represent discrete territories isolated from the rest of the world but associated with larger surrounding patterns of climate, ocean currents, and regional geology linked to plate tectonics. The scale of many islands is appropriate for a close examination of the relationship between geology and biology under conditions akin to laboratory studies in which the number of experimental variables is limited. The first half of this course is devoted to topics on the geology, tectonics, paleontology, biology, and biogeography of the Galapagos Islands in preparation for a one-week field excursion during Spring Break. Topics covered start with contributions based on original texts by Charles Darwin and James Dana on the biology and geology of islands in the Pacific basin. This provides the historical foundation for a review of geological processes, evolution, and island biogeography based on recent scientific literature. Particular attention is devoted to questions regarding the stimulation of speciation in the context of tectonically active areas. After Spring Break, sessions cover other "archipelagos" including the Hawaiian Islands, the islands in the Gulf of California, lakes of the East African rift zone and the Galapagos deep-sea rift zone. Each represents a distinct geological and tectonic domain but with related biological themes. Students are responsible for six papers. Four will be normal tutorial assignments (6-8 pages in length), but the final paper prior to Spring Break entails preparation of a guidebook assignment on the Galapagos Islands. The final course assignment is submission of a potential research topic appropriate for an independent-study or honors project in an island setting.

Format: tutorial in joint session with both instructors. Evaluation will be based on six written papers, six oral presentations, weekly participation in discussions, and a guidebook presentation during Spring Break in the Galapagos Islands.

Prerequisite: any 100-level Geosciences course. *Enrollment limit: 10 (expected: 10). Preference given to first-year and sophomore students.*

Special note: Thanks to the generosity of Joseph Lintz ('42), students will only be responsible for \$500 of their travel and lodging expenses. The rest will be covered by the Freeman Foote Field Trip Fund for the Sciences.

Hour: 9:00-9:50 MWF

M. JOHNSON and KARABINOS

GEOS 201(F) Geomorphology (Same as Environmental Studies 205)

This course is designed for geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. The course emphasizes the nature and rates of constructional, weathering, and erosional processes and the influence of climatic, tectonic, and volcanic forces on landform evolution. Labs focus on field measurements of hydrologic and geomorphic processes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.

Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains. Evaluation will be based on two hour exams, a project, and lab work.

Prerequisites: any 100-level Geosciences course *or* consent of the instructor. *No enrollment limit (expected: 15).*

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

Geosciences

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) Renewable Energy and the Sustainable Campus (Same as Environmental Studies 206)

Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Clearer understanding of how fossil-fuel consumption contributes to global climate change is increasing demand for renewable sources of energy and for more sustainable campus environments. What sources of energy will supply Williams College and nearby areas in the twenty-first century? How will campus buildings, old and new, continue to be attractive spaces while making far more efficient use of heat and light? This course is a practical introduction to renewable sources of energy, including conservation, and to their application to the campus environment. Topics covered include: biological sources of energy (biomass, biogas, liquid fuels), wind energy, geothermal and solar energy, energy efficiency and the environmental impacts of using renewable energy. Lectures, field trips and individual projects emphasize examples from the campus and nearby area.

Format: seminar, three hours per week. Evaluation will be based on an hour exam, class participation that includes a seminar presentation, and a research project that investigates some aspect of campus energy use and greenhouse-gas emissions.

Enrollment limit 20 (expected: 20). Preference given to sophomores.

Hour: 9:55-11:10 TR

DETHIER

GEOS 210(F,S) Oceanographic Processes (Same as Maritime Studies 211) (Offered only at Mystic Seaport.)

(See under MAST 211 for full description.)

GILBERT

Students who have taken Geosciences 104 may not take Geosciences 210 for credit.

GEOS 212 Invertebrate Paleobiology (Same as Biology 211) (Not offered 2008-2009; to be offered 2010-2011)

(www.williams.edu/Registrar/catalog/depts/geos/geos212.php)

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.*

Hour: 11:00-12:15 MWF

Lab: 1-4 M

BACKUS

GEOS 215(S) 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/ laboratory/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 laboratory exercises will emphasize developing problem solving skills and using quantitative analyses to assess if a given explanation is possible and reasonable. These exercises will include developing and applying numerical models of the carbon cycle and basic radiative balance models.

Prerequisites: 100-level course in Geoscience, Biology, Chemistry, or Physics or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference to Geoscience majors.*

Hour: 9:00-9:50 MWF

COOK

GEOS 217T Planetary Geology (Same as Astronomy 217T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos217.php)

COX

GEOS 218T(F) The Carbon Cycle and Climate (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.

Format: tutorial. Requirements: The class will meet weekly for a one-hour orientation to the topic, and students will meet in pairs for one hour each week with the instructor. Each student will orally present a written paper every other week for criticism during the tutorial session. Evaluation will be based on the five papers and each student's effectiveness as a critic.

Prerequisites: one introductory course in Biology, Chemistry, or Geosciences or one course cross-listed in the Environmental Studies program. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.* Tutorial meetings to be arranged. COOK

GEOS 301(F) Structural Geology (Q)

The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.

Format: lecture/discussion, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam. Many of the laboratories and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology.

Prerequisites: Geosciences 101, 102, 103, or 105 or permission of instructor. *No enrollment limit (expected: 12).* Hour: 11:00-12:15 MW Lab: 1-4 M KARABINOS

GEOS 302(S) Sedimentology (W)

The composition and architecture of sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course will provide an introduction to the principles of sedimentology, including sedimentary petrology, fluid mechanics, bedform analysis, and facies architecture.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half-day and one all-day field trip. Evaluation will be based on laboratory work, writing assignments, an hour exam, and a final exam. Ten written critiques (each 350-400 words) of specific assigned papers from the sedimentological literature are designed to teach clear written expression and careful analytical reading. Papers will be thoroughly edited for style, grammar and syntax. Students will improve their writing by integrating editorial comments into successive papers. Each student will compile his/her papers as a growing body of work, and each new paper will be read and edited in the context of the previous submissions.

Prerequisites: Geosciences 202 (may be taken concurrently with permission of instructor). *Enrollment limit: 16 (expected: 12).*

Hour: 11:20-12:35 TR Lab: 1-4 R COX

GEOS 303(F) Igneous and Metamorphic Petrology

The origin of metamorphic, plutonic, and volcanic rocks are examined in the light of field evidence and experimental work. Rock texture and composition are used to interpret the environment of formation of individual rock types, and important assemblages are related, where possible, to theories of global tectonics.

Laboratory work emphasizes the study of individual rock units and rock suites in hand specimens and by petrographic and x-ray techniques.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; several field trips including one all-day trip to central New Hampshire. Evaluation will be based on lab work, one hour test, and a final exam.

Prerequisites: Geosciences 202. *No enrollment limit (expected: 12).* Hour: 9:55-11:10 TR Lab: 1-4 W WOBUS

GEOS 304T Paleocology (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos304.php) M. JOHNSON

GEOS 350T Tectonics, Erosion, and Climate (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos350.php) KARABINOS

GEOS 401(F) Stratigraphy

Study of the composition, sequence, and correlation of layered sedimentary rocks is traditionally applied to geologic mapping and the reconstruction of ancient environments. Through the use of various time scales, stratigraphy is the unifier of historical geology while also at the heart of conceptual debates over the uniformism or episodicity of geological processes. During the first half of the course, emphasis will be placed on the various methods of correlation based on physical means and the use of fossils. The second half of the course will focus on plate migrations and the relationships between climate and depositional environments as a model for the broad scale interpretation of sedimentary sequences. This part of the course will be conducted as a seminar, with students responsible for topics on the paleogeographic linkage of climate-sensitive facies and natural resources. As a final project, students working individually or in pairs will present a detailed analysis of North-American stratigraphic relationships during a specific interval of Cambrian to Cretaceous time. In sequence, these class reports will provide highlights of the geologic history of the North-American continent through Paleozoic and Mesozoic time.

Format: lecture, three hours a week; one three-hour lab per week during the first half of the course (including field problems); independent projects during the second half of the course; one major field trip. Evaluation will be based

Geosciences, German

on weekly lab assignments during the first half of the semester, seminar participation, and the completion of a final project during the second half of the semester, as well as a midterm and a final exam.

Prerequisites: Geosciences 302 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

M. JOHNSON

GEOS 404T Geology of the Appalachians (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos404.php)

KARABINOS

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

GEOS 497(F), 498(S) Independent Study

GERMAN (Div. I)

Chair, Professor JULIE CASSIDAY

Professors: DRUXES, B. KIEFFER*, NEWMAN. Lecturer: E. KIEFFER§. Visiting Assistant Professor: TBA. Teaching Associates: PUNTIGAM, WESS.

LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 111-112 offers an alternative introduction to German with a focus on reading competence. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202 combines advanced language study with the examination of topics in German-speaking cultures. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

STUDY ABROAD

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department.

LITERATURE IN TRANSLATION

The department regularly offers courses on German literature in translation for students who have little or no knowledge of German, but who wish to become acquainted with the major achievements in German literary and intellectual history.

ADVANCED STUDIES

The department offers a variety of advanced courses for students who wish to investigate German literature, thought, and culture in the original. German 202 is given each year and is recommended as preparation for upper-level courses.

THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

The student must achieve proficiency at the level of a B in German 104 or the equivalent.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

Required Courses

German 101

German 102

German 103

German 104

German 201

Electives

◆ at least one course (in German or English) on German cultural history (literature, art, drama, music)

◆ at least one course (in German or English) on German intellectual, political, or social history

THE MAJOR

The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101-102, 103, 104, 201 and 202; two 300-level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300-level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

German

Examples of appropriate courses in other departments are:

ArtH 267 Art in Germany: 1960 to the Present
History 239 Modern German History
History 338 The History of the Holocaust
Music 108 The Symphony
Music 117 Mozart
Music 118 Bach
Music 120 Beethoven
Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

THE DEGREE WITH HONORS IN GERMAN

Students earn honors by completing a senior thesis (German 493-W31-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year.

The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

GERM 101(F)-W88-102(S) Elementary German

German 101-102 is for students with no previous study of German whose ultimate aim is to gain comprehensive fluency in the language. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play. The course meets five days a week. Credit granted only on successful completion of 102. Students are required to attend and pass the sustaining program in Winter Study Period.

Format: lecture and discussion. Principal requirements: active class participation, written homework, short compositions, oral exercises and tests.

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

Hour: 10:00-10:50 MWF and 9:55-11:10 TR
10:00-10:50 MWF and 9:55-11:10 TR

First Semester: DRUXES
Second Semester: NEWMAN

GERM 103(F) Intermediate German I

This course will combine a thorough grammar review with plenty of reading, writing, and speaking practice. The first two-thirds of the course will focus on discussion of materials provided by the instructor; the last third of the course will be driven by creative student projects. *Conducted in German.*

Format: 4-skills language course. Requirements: extremely active class participation, midterm, several short grammar exercises and papers, and a written/oral final project.

Prerequisites: German 102 or the equivalent. *Enrollment limit: 18 (expected: 12).*

Hour: 9:00-9:50 MWF

NEWMAN

GERM 104(S) Intermediate German II

The prerequisite to all advanced courses in German. Practice in speaking and writing; reading in a variety of contemporary texts ranging from interviews to social documentary to short stories. Weekly film clips from a popular German TV series. *Conducted in German.*

Format: discussion, small group work. Requirements: daily short writing assignments, small group work, midterm, and final.

Prerequisites: German 103 or equivalent preparation. *Enrollment limit: 20 (expected: 15).*

Hour: 9:00-9:50 MWF

DRUXES

GERM 111(F)-112(S) Reading German for Beginners

German 111-112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 112.

Format: lecture and discussion. Principle requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to art-history graduate students, seniors and juniors.*

Students who have taken or plan to take 101 and/or 102 may not take 111-112.

Students who wish to continue their study of German after 112 should consult a member of the department.

Hour: 9:00-9:50 MWF

HILL

GERM 201(F) Advanced German

What does it mean to be "foreign"? How do you experience yourself differently in another country? How do you feel about home when you are away from it? When does another country feel like home? This course expands on the reading, writing, and speaking skills acquired at the intermediate level. We will use a variety of texts, such as newspaper articles, essay, short stories, travel reports, podcasts, and websites to explore the theme of travel. Conducted in German; Readings in German.

German

Format: seminar/discussion. Requirements: active class participation, frequent short writing assignments, oral presentation, and a final project.

Prerequisite: German 104 or equivalent. *No enrollment limit (expected enrollment: 12).*

Hour: 11:00-11:50 MWF

HILL

GERM 202 German Politics (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/germ/germ202.php)

B. KIEFFER

GERM 202(S) Voices from the Edge: Minority Culture in Contemporary Germany

Recent literature, films, television shows, music, and websites attest to the increasing multiculturalism of the German-speaking countries. In this course we work with cultural products that have been created to give voice to various minority cultures in Germany, such as Turkish-German, Afro-German, Jewish, and gay cultures. Among the questions we will ask are: How are minority cultures represented? Who created this representation (i.e., is this a self-representation)? Is it empowering for the subject? Although we will focus primarily on cultural productions since 2000, we will also learn the history of each group's presence in German-speaking countries, an important context for current debates. *Conducted in German; Readings in German.*

Format: seminar/discussion. Requirements: active class participation, frequent short writing assignments, and a final paper.

Prerequisite: German 201 or equivalent. *No enrollment limit (expected: 12).*

Hour: 1:10-2:25 MR

HILL

GERM 202 Berlin—Multicultural Metropolis Between East and West (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/germ/germ202.php)

DRUXES

GERM 210 From Voltaire to Nietzsche (Same as Comparative Literature 211) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/germ/germ210.php)

B. KIEFFER

GERM 225(F) Wise Lady or Witchy Woman? The History of Witches (Same as Comparative Literature 225 and Women's and Gender Studies 223)

Although the first image that comes to mind may be a woman in a black hat, riding a broomstick, the word "witch" has had many meanings over its several hundred years of history. In this course we trace the development of the witch, from Scandinavian mythology to the Spanish Inquisition, from the Salem Witch Trials to *The Wizard of Oz*. Because the vast majority of witches have been women, this course is informed by a feminist perspective. We will examine representations of the female witch in a variety of cultural productions, and we will consider what happens when women take back the word. Materials will include historical texts, myths, fairy tales, literature, and film. Taught in English.

Format: lecture/discussion. Requirements: active class participation, frequent short writing assignments, and a final project.

No prerequisites. *Enrollment limit: 30 (expected enrollment: 20). Preference given to those majoring in German, Comparative Literature, Literary Studies, or Women's and Gender Studies.*

Hour: 2:35-3:50 MR

HILL

GERM 301T(S) German Studies, 1770-1830 (W)

From Gotthold Ephraim Lessing, whose quintessentially Enlightenment Nathan der Weise centers around all too familiar religious conflicts, to E.T.A. Hoffmann, whose "Sandman" formed the centerpiece of Freud's essay on the uncanny—and not forgetting Goethe's *Faust*—German literature from 1750-1830 has informed a good deal of 20th-century thinking. This course will explore this amazing explosion of insight and creativity through the close reading of some of its most prominent literary and theoretical texts, including many of the following: Kant, Lessing, Goethe, Novalis, Kleist, Hoffman, Eichendorff, Günderröde, Brentano, and B. von Arnim. *Readings and discussion will be in German for tutorial pairs who speak German, in English for those who don't.*

Format: tutorial. Requirements: paper or commentary most weeks.

Enrollment limit: 10 (expected: 10). Preference given to students in German and Comparative literature.

Tutorial meetings to be arranged.

NEWMAN

GERM 302 German Studies, 1830-1900 (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/germ/germ302.php)

NEWMAN

GERM 303T(F) German Studies, 1900-1938 (W)

This tutorial 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 or English.*

Format: tutorial. Requirements: weekly 1-hour meetings, alternating 4-page tutorial papers, and 2-page responses.

Prerequisites: for students taking the course in German, German 201 or German 202; for students taking the course in English, one previous course in English or Comparative Literature. *Enrollment limit: 10 (expected: 8).*

Tutorial meetings to be arranged.

DRUXES

GERM 305 From the "Wende" 'til Today in Literature, Films, and Politics (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/germ/germ305.php)

DRUXES

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

GERM 497(F), 498(S) Independent Study

GERM 511(F)-512(S) Reading German for Beginners

German 511-512 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 512.

Format: lecture and discussion. Principal requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to art-history graduate students, seniors and juniors.*

Hour: 9:00-9:50 MWF

HILL

GERM 513(F) Readings in German Art History and Criticism

This is an advanced course in German reading, focused on the literature of Art History. Texts are selected from fundamental works of art history and criticism and from writings related to concurrent seminars in the Graduate Program in the History of Art. The course includes a grammar review.

Format: seminar. Evaluation will be based on written homework, quizzes, tests, and class participation.

Prerequisites: German 511-512 or equivalent preparation (a score of 500 or higher on the SAT II German Reading Test). *Enrollment limited to art-history graduate students; others by permission of the instructor. Enrollment limit: 20 (expected: 12).*

Hour: 9:00-9:50 MWF

E. KIEFFER

HISTORY (Div. II)

Chair, Professor CHRIS WATERS

Professors: R. DALZELI**, DEW, KOHUT, MERRILL, MUTONGI, SINGHAM**, W. WAGNER, WATERS, WHALEN***, WONG*, WOOD. Associate Professors: BERNHARDSSON, GOLDBERG**, KITTLESON. Assistant Professors: AUBERT, L. BROWN, CHAPMAN, FISHZON, GARBARINI**, LONG, A. REINHARDT*, SINIAWER. Stanley Kaplan Visiting Professor: HUNT§. Boskey Visiting Professor: REPP§. Stanley Kaplan Visiting Professor: STOLER. Visiting Assistant Professors: DUBOW, REVILL. Bolin Fellow: BENSON. Research Associates: GUNDER-SHEIMER, STARENKO.

GENERAL STATEMENT OF GOALS

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

First-Year Seminars and Tutorials (102-199): These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these

History

courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials, although first-year students will not normally be permitted to enroll in a tutorial during the first semester.

Introductory Survey Courses (202-299): These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

Junior Seminars (301): Junior seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several junior seminars will be offered. Students who plan to study abroad during their junior year may take their Junior Seminar in the spring semester of their sophomore year, and those planning to be away for the whole of their junior year are strongly encouraged to do so.

Advanced Electives (302-396): These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

Advanced Seminars (402-479): These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

Advanced Tutorials (480-492): These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East	102-111	202-211	302-311	402-411
Asia	112-121	212-221	312-321	412-421
Europe and Russia	122-141	222-241	322-341	422-441
Latin America and the Caribbean	142-151	242-251	342-351	442-451
United States	152-191	252-291	352-387	452-471
Transnational/Comparative	192-199	292-299	388-396	472-479

ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior honors program or graduate school should contact the faculty director of the Honors Program. Prospective study abroad students should contact the department's administrative assistant.

THE MAJOR

The major consists of at least *nine semester courses* as follows:

Required Courses in the Major

One Junior Seminar (History 301)

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

Elective Courses

Seven (or more) additional semester courses in History, at least *one* to be chosen from among *three* of the following groups:

Group A: The History of Africa

Group B: The History of Asia

Group C: The History of Europe and Russia

Group D: The History of Latin America and the Caribbean

History

Group E: The History of the Middle East

Group F: The History of the United States and Canada

In addition, students must take at least one course dealing with the premodern period (designated *Group G* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A-F*).

A single course can meet the requirement for no more than one of Groups A through F.

Concentration in the Major

All students are required to adopt a concentration within the History major. Students are responsible for designing their own concentration, in consultation with a faculty advisor, in the fall semester of their Junior year. Each student's concentration will be formally approved by the Department's Curriculum Committee. A concentration will consist of at least three courses linked by common themes, geography, or time period; *only one* of those courses can be a 100-level seminar while *at least* one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. In the Concentration Proposal, the student must list a minimum total of six courses that could satisfy the requirements of the concentration, from which they can select three to fulfill the concentration requirement (recognizing that not all courses are offered every year); courses taken abroad may be included in the concentration with the approval of the chair.

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and honors seminar.

Application to enter the honors program should be made by spring registration in the junior year and should be based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write an honors thesis must submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year should make arrangements to apply before leaving. Normally, it is the responsibility of the individual student to procure the agreement of a member of the department to act as his or her thesis advisor, and the student must therefore consult with a member of the department about a thesis topic and a possible thesis advisor *prior* to submitting a proposal to the department. A student who is uncertain of which member of the department might be an appropriate advisor, or who otherwise is unable to find an advisor, should contact the chair of the honors committee. An honors thesis proposal must be signed by a member of the History Department. Normally, the thesis topic should be related to course work which the student has previously done. Students should be aware, however, that while the department will try to accommodate all students who qualify to pursue honors, particular topics may be deemed unfeasible and students may have to revise their topics accordingly. Final admission to the honors program will depend on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the honors program, he or she should register for History 493, *Senior Honors Thesis Research Seminar*, in the fall semester, for History 031 during winter study, and for History 494, *Senior Honors Thesis Writing Seminar*, in the spring. In addition to doing the research for and writing a thesis of approximately 75-100 pages, students will attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students should work regularly on their research and consult frequently with their advisors. Throughout the semester, honors candidates will also present written progress reports for group discussion to the seminar (History 493). Performance in the seminar will be evaluated on the basis of class participation and completed written work and will determine if a student will continue in the thesis program. For students proceeding to History 031 and History 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year.

Students who are deemed to be making satisfactory progress on their research and writing at this point will be allowed to continue with the thesis. They will devote the entire winter study period to thesis work. They should conclude their research during winter study and complete at least one chapter of their thesis for submission to their advisor before the end of winter study. At the end of winter study, the honors committee will formally consult with advisors and make recommendations to the department concerning which students should be allowed to proceed with the thesis. During the early weeks of the second semester, students will present a draft chapter of their thesis to the honors seminar.

Completed theses will be due in mid-April, after which each student will prepare and make a short oral presentation of his or her thesis for delivery at the departmental Honors Colloquium. Another student who has read the thesis will then offer a critique of it, after which the two faculty readers of the thesis will offer their own comments and questions. Finally, there will be a general discussion of the thesis by students and other members of the department.

LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

STUDY ABROAD

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program; no courses taken abroad, even at Oxford, can be used to satisfy the junior seminar and advanced seminar/tutorial requirements). Students who plan to study abroad during their junior year may take their Junior Seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

History

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department's administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the administrative assistant prior to the commencement of the study abroad program.

COURSES

FIRST-YEAR SEMINARS AND TUTORIALS (102-199)

These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials, although first-year students will not normally be permitted to enroll in a tutorial during the first semester.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

FIRST-YEAR SEMINARS AND TUTORIALS: *Africa and the Middle East (102-111)*

HIST 103(F) The City in Africa: Nairobi and Johannesburg (Same as Africana Studies 103) (W)

Accra, Nairobi, and Johannesburg are three major African cities with very different origins. In each of these cities African, Asian, Arabic, and European cultures have converged and intermingled in complicated ways that give rise to hybrid cultures, economies, and politics. This seminar will trace the development of these cities from the 19th century to the present. The experience of various groups of city dwellers will be our main focus, as well as the development of the cities' physical infrastructure like transportation, housing, trade, and labor networks. More importantly, though, we will explore the underworld of these cities and will, with the inquisitiveness of a voyeur, the zeal of a private investigator, and the sensibility of a historian, examine ways in which class, race ethnicity, nationality, politics, and gender have influenced the structural growth of these cities and the experiences of their inhabitants. Students will also get a chance to read about the various artistic movements in these cities over the last century, focusing especially on music, theater, and street performances. Students should emerge from this course with a greater awareness of African urban life and with a deepened understanding of colonial and postcolonial societies in Africa and elsewhere in the so-called Third World.

Format: seminar. Evaluation will be based on class attendance and participation, five short papers, and a final research paper.

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

Group A

Hour: 9:55-11:10 TR

MUTONGI

HIST 111 Movers and Shakers in the Middle East (Same as Leadership Studies 150) (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist111.php)

BERNHARDSSON

FIRST-YEAR SEMINARS AND TUTORIALS: *Asia (112-121)*

HIST 117T Clash of Empires: China and the West, 1800-1900 (Same as Asian Studies 117T) (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist117.php)

A. REINHARDT

HIST 119(S) The Japanese Empire (W)

The largest non-Western empire of modern times, Japan extended its reach to Taiwan, Korea, China, Sakhalin, Southeast Asia, and the South Pacific. This course explores the many contentious political, economic, social, and cultural questions that arise from Japan's imperial project. We will ask what drove imperialist expansion; how the Japanese ruled; who won and lost in economic relations; what various aspects of life were like in the empire; how to understand the dynamics between Japanese settlers and the colonized; what effects empire building had at home in Japan; how to explain the nature of wartime conquests; and what legacies Japanese imperialism and empire left in their wake. Throughout the semester, we will make a point of examining these issues from various standpoints, and we will also read theoretical works that place the Japanese empire in a comparative context. Course materials will include political documents, intellectual treatises, films, memoirs, and literature.

History

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

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

Group B

Hour: 9:55-11:10 TR

SINIAWER

FIRST-YEAR SEMINARS AND TUTORIALS: EUROPE AND RUSSIA (122-141)

HIST 124 The Vikings (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist124.php)

GOLDBERG

HIST 127(F) The Expansion of Europe (W)

This course investigates the expansion of European power and influence over much of the rest of the world from the late Middle Ages to the mid-nineteenth century—the early period of European Imperialism. Specific topics will vary, but include the development and initial expansion of medieval and Renaissance Europe, the discovery and conquest of the New World, the struggle with Islam for command of the seas, the establishment of European influence in the East and Far East, the slave trade, the invasion of North America, and the initial steps toward hegemony in the Middle East and Africa. Students will investigate the ways in which individual personality, religiosity, greed, critical first contacts, and cultural misunderstandings and prejudices combined with important aspects of the Military, Scientific, and early Industrial Revolutions to establish European hegemony on a world-wide scale during this early period of European Imperialism.

Format: seminar. Evaluation will be based on five short written exercises and one research paper.

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

Groups C and G

Hour: 1:10-2:25 TF

WOOD

HIST 128T(S) Conquistadors in the New World (W)

The Spanish conquest of the Americas happened with astonishing rapidity. Christopher Columbus entered the Caribbean in 1492; Hernando Cortes completed the conquest of the Aztecs of central Mexico in 1521; Francisco Pizarro triumphantly entered the Inca capital Cuzco, in Peru, in 1545. Other conquistadors pushed north to the Carolinas and California, south to the Tierra del Fuego and the River Plate, and across the Amazonian basin to the Atlantic. “We came,” wrote the conquistador Bernal Diaz del Castillo, “to serve God, and our King, and to get rich.” Their deeds were legendary, their courage, daring, and endurance remarkable. They were also notoriously quarrelsome, greedy, and cruel. Before their onslaught the major civilizations of the new world crumbled—destroyed or changed beyond recognition. Rarely in history have so few conquered so many so quickly. The conquest of the New World has both excited and appalled the human imagination for more than five centuries. Many questions about the event remain to be answered or are still capable of provoking controversy, questions that will be addressed in this tutorial: Who exactly were the conquistadors? What motivated them? How did their self-perpetuating conquistador system originate and operate? What meaning did they themselves assign to their actions? How could they justify their many misdeeds? How did they develop their sense of the Other? Why did often inspired resistance by indigenous peoples and regimes ultimately fail? Was conquest somehow preordained? Could it have failed? What mixture of human agency, culture, technology, religion, nature, and biology can best explain the results of this encounter between the conquistador and Amerindian worlds?

Format: tutorial. Students will meet in weekly one-hour sessions with a student tutorial partner and the instructor, one presenting a paper, the other offering a critique.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to sophomores and to second-semester first-year students who have not already taken a 100-level seminar.*

Groups D and G

Tutorial meetings to be arranged

WOOD

HIST 129 Blacks, Jews, and Women in the Age of the French Revolution (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist129.php)

SINGHAM

HIST 135T The Great War, 1914-1918 (Same as Leadership Studies 135T) (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist135.php)

WOOD

HIST 136(S) Before the Deluge: Paris and Berlin in the Interwar Years (W)

Paris and Berlin were the two poles of Europe in the 1920s, rival capital cities of two historically hostile nations that had only just put an end to the carnage of World War I. Paris was the grande dame; Berlin the upstart. In the 1920s, these two pulsating metropolises became the sites of political and cultural movements that would leave a lasting imprint on European society until the present day. This course focuses on the politics, society, and culture of these two cities in their heyday in the 1920s. We will also consider their fate in the 1930s, first as depression set in, and then as the Nazis came to power. Devoting half the semester to Paris and the other half to Berlin, we will examine a range of parallel topics in both contexts, including the impact of World War I, the growing popularity of right-wing political movements and the increase in political violence, shifting gender norms and sexual mores, and new developments in the realms of art, film, theatre, cabaret, and literature.

Format: seminar. Evaluation will be based on class attendance and participation, several short papers, and a final research paper.

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

Group C

Hour: 1:10-2:25 TF

GARBARINI

History

HIST 141(F) Modernism, Leisure, and Subjectivity in Fin-de-Siècle Russia (W)

This course introduces students to the artistic movements, everyday life, and socio-cultural upheavals of urban Russia in the fin-de-siècle (1881 to 1914). The fast-paced, consumer-oriented modern city, with its celebrities, fashions, and technological wonders, gripped the imagination of imperial Russia's urban denizens. The inhabitants of St. Petersburg and Moscow, conscious of living in a new era, embraced and grappled with the Modern Age as journalists, impresarios, and artists narrated and interpreted it. We will explore the ways revolution and war, industrialization, the commercialization of culture, and new sensibilities about the self and identity were reflected in modernist art and thought, literature, and autobiographical writings. We also will look closely at the realms of elite entertainment and popular amusement in an attempt to relate consumer culture to notions of gender and sexuality, the redefinition of status and privilege, and concepts of leisure. Historians have offered competing explanations of how and why the rapid social, economic and cultural changes of this period contributed to the fall of the Russian monarchy and the Bolshevik Revolution of 1917. Our primary goal will be to use sources to assess their arguments and, hopefully, make our own. Texts include: historical scholarship, literary works, philosophical and sociological writings, music, visual art, and film.

Format: seminar. Evaluation will be based on class participation, several short essays, and a final research paper. No prerequisites. *Enrollment limit: 19 (expected 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group C

Hour: 11:00-12:15 MWF

FISHZON

FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)

HIST 147(F) Women and Men in Twentieth-Century Latin America (Same as Women's and Gender Studies 147) (W)

The twentieth century saw massive transformations in virtually all realms of Latin American societies. Notions about the roles of men and women, however, displayed less obvious changes: machismo, stereotypes would have us believe, remains very much in force. Using a variety of texts—including literary fiction, videos, photography, and anthropological and historical studies—we will evaluate the consequences of such dominant visions—as well as the inadequacies of analyses based on them. Besides looking at machismo and its corollaries, we will explore how such codes have faced alternative readings by women and men and the challenges of subversive gender identities and sexualities. Topics will include the modernization of patriarchal relations, domestic violence and men's real and attempted control over "their" women, the repercussions of women's changing participation in the industrializing and globalized economies of the late-twentieth century, the problematic relationship between women's movements and progressive and revolutionary politics, and the links between racial/ethnic identities and gender roles.

Format: seminar. Evaluation will be based on class participation, a series of short papers, and an 8- to 10-page research paper.

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

Group D

Hour: 1:10-2:25 TF

KITTLESON

HIST 148 The Mexican Revolution: 1910 to NAFTA (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist148.php)

KITTLESON

FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)

HIST 152(F) The Fourteenth Amendment and the Rights Revolution (Same as Women's and Gender Studies 152) (W)

For more than a century, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights into the 14th Amendment. We will pay particular attention to how debates over the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality, and how the 14th Amendment has transformed the promise and experience of American citizenship.

Format: discussion. Evaluation will be based on class discussion, three short analytical papers, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected 10-15). Priority given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.*

Group F

Hour: 1:10-2:25 MR

DUBOW

HIST 154T The American Way of War: The First Three Centuries (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist154.php)

WOOD

HIST 158(S) Thicker than Water: American Political Dynasties (W)

In a nation long committed to democratic principles, dynasties of any sort are bound to seem anomalous. Yet in six different instances members of the same family have held or aspired to hold the highest office in the land, the Presidency of the United States. Our purpose will be to analyze three of those families: the Adamses, the Roosevelts, and the Kennedys. In particular, we will focus on the paths they took to power, their performance as political leaders, and the legacies they left behind. Throughout the semester we will also be exploring what differences

History

family ties—the dynastic element—made in the three histories in question.

Format: seminar. Readings will consist of primary as well as secondary sources, with frequent short papers developing major points in the reading, and a longer exercise involving in-depth research.

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

Group F

Hour: 11:00-12:15 MWF

DALZELL

HIST 162(F) “New Worlds for All”: European-Indian Encounters in Colonial North America (W)

This course focuses on the interactions between Indians and Europeans in the contexts of Spanish, French, Dutch, and British exploration and colonization of North America. Drawing upon our critical reading of secondary and primary sources, we will explore the political, economic, social, and cultural transformations visited upon both Indian and Euro-American societies as a result of European attempts to control vast North American territories from the Saint Lawrence valley to Florida and from the Lower Mississippi valley to California. Because of the large scope of our inquiry we will proceed both chronologically and thematically. Our themes will include: Indian resistance and adaptation to European 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 F and G

Hour: 8:30-9:45 MWF

AUBERT

HIST 164(S) Slavery in the American South (W)

No area of American social history has been more active and exciting in recent years than the study of slavery. This seminar will introduce students to the most important aspects of the South’s slave system. We will begin by reading a number of key books in the field, and then we will turn to the College library’s extensive holdings of microfilm records dealing with both agricultural and industrial slavery. In consultation with the instructor, each student will select the records of a slave-manned plantation or industrial site for careful and detailed study. The most important piece of work in the seminar will be a research paper that each student will prepare using the manuscript source materials.

Format: seminar. Evaluation will be based on class attendance and participation, several short preliminary essays, and a final research paper.

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

Group F

Hour: 1:10-3:50 W

DEW

HIST 166 The Age of Washington and DuBois (Same as Africana Studies 166) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist166.php)

LONG

FIRST-YEAR SEMINARS AND TUTORIALS: TRANSNATIONAL/COMPARATIVE (192-199)

INTRODUCTORY SURVEY COURSES (201-299)

These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

INTRODUCTORY SURVEY COURSES: AFRICA AND THE MIDDLE EAST (202-211)

HIST 202 Early-African History Through the Era of the Slave Trade (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist202.php)

MUTONGI

HIST 203(S) A Survey of Modern African History (Same as Africana Studies 203)

This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule - especially its socio-economic and cultural consequences. The second section discusses the ways in which the rising tide of African nationalism, in the form of labor strikes and guerrilla wars, ushered out colonialism. The third section examines the postcolonial states, focusing on the politics of development, recent civil wars in countries like Rwanda, and the growing AIDS epidemics. The last section surveys the history of Apartheid in South Africa up to 1994.

Course materials include fiction, poetry, memoirs, videos, newspaper articles, and outstanding recent scholarship. The course is structured around discussions. History 203 is an introductory course and requires no prior knowledge of African History.

Format: lecture/discussion. Evaluation will be based on two 7- to 10-page papers, one exam, and an unspecified

History

number of pop quizzes

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

Group A

Hour: 9:55-11:10 TR

MUTONGI

HIST 207(F) The Modern Middle East (D)

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.

Format: discussion/lecture. Evaluation will be based on participation, short papers, quizzes, group project and final exam.

No prerequisites. *Open to all. Enrollment limit: 40 (expected: 30-40).*

Group E

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

BERNHARDSSON

HIST 209 The Origins of Islam: God, Empire and Apocalypse (Same as Religion 231) (Not offered

2008-2009; to be offered 2009-2010)

(See under REL 231 for full description.)

DARROW

HIST 210(F) The Ottoman Empire

The history of the Ottoman Turks, who played an important role in the early modern history and much of the modern history of both Europe and the Middle East, has traditionally been divided into three periods, one of growth (1300-1566); one of stasis, at last externally (1566-1699); and one of decline (1699-1923). This survey covers in detail the first two of these periods, the first a time of almost uninterrupted growth from the origins of the state around 1300 as a tiny principality in northwest Asia Minor to the end of the reign of Süleyman the Magnificent (1566). By then the Ottomans were the "the Terror of the World," having built an empire embracing much of southeast Europe, the Black Sea, the greater part of the Islamic Middle East and much of North Africa. An important focus will be the development of the uniquely Ottoman state institutions which served as an impetus and support to this growth and enabled the successful governing of a multiethnic, multifait, polyglot empire. The deterioration of these institutions was an important feature of the second period, leading to the internal weakening of the state which became apparent at the Ottoman defeat in the second siege of Vienna (1683), this to be followed by the first significant loss of territory at the end of the century. The course of the final two centuries, when the empire became "the Sick Man of Europe," will be sketched more briefly.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, quizzes and a self-scheduled final exam.

No prerequisites. *No enrollment limit (expected: 15-25). Open to all.*

Groups C, E, and G

Hour: 9:55-11:10 TR

REPP

INTRODUCTORY SURVEY COURSES: ASIA (212-221)

HIST 212 Transforming the "Middle Kingdom": China, 2000 BCE-1600 (Same as Asian Studies

212) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist212.php)

A. REINHARDT

HIST 213 Modern China, 1600-Present (Same as Asian Studies 213) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist213.php)

A. REINHARDT

HIST 214 Japanese Religions and the State (Same as Religion 259) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under REL 259 for full description.)

JOSEPHSON

HIST 215T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and Comparative Literature 256T) (W) (D)

(See under CHIN 251 for full description.)

NUGENT

HIST 216(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as International Studies 101 and Religion 236)

(See under REL 236 for full description.)

DARROW

Groups B and G

HIST 217(F) Early Modern Japan (Same as Asian Studies 217 and Japanese 217)

The ascension of powerful warlords in the late 1500s brought to an end a century of constant warfare and laid the foundation for the Tokugawa bakufu, the military government headed by the Tokugawa shogun that would rule Japan for almost three hundred years. This course will introduce students to the extraordinary changes of the years between the establishment of the Tokugawa bakufu in 1603 and its collapse in 1868, an era characterized by relative peace and stability, periods of economic growth as well as stagnation, the growth of cities and towns, the flourishing of urban culture, and the decline of the samurai. We will focus on the political and social history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, urbanization, popular culture, rural life, gender and sexuality, class and status, religion, and the fall of the Tokugawa bakufu. Assigned materials will include government documents, literature, and films.

History

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: 20). Open to all.*

Groups B and G

Hour: 8:30-9:45 TR

SINIAWER

HIST 218(S) Modern Japan (Same as Asian Studies 218 and Japanese 218)

A modernizing revolution, the construction and collapse of an empire, devastating defeat in a World War, occupation by a foreign power, and postwar economic take off and rough landing have marked Japan's modern experience. This course will examine the main themes of modern Japanese history with a focus on how various "ordinary people" have lived through the extraordinary changes of the past century and a half. Through the perspectives of ordinary people, from a young girl working in a cotton textile factory in the 1920s to a salaryman in the post-World War II period, issues of national identity, democracy, gender, family, work, race and ethnicity, and consumerism will be addressed. Reading materials will include autobiographies, oral histories, and anthropological studies.

Format: discussion/lecture. Evaluation will be based on class participation, response papers, two short papers (5 pages) and a self-scheduled final exam.

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

Group B

Hour: 8:30-9:45 TR

SINIAWER

INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)

HIST 222 Greek History (Same as Classics 222) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist222.php)

CHRISTENSEN

HIST 223(F) 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.

No prerequisites. *Enrollment limit: 40 (expected: 40). Open to all.*

Group C and G

Hour: 1:10-2:25 MR

CHRISTENSEN

HIST 225(S) The Middle Ages (Same as Religion 216)

This course explores the development of European and Mediterranean civilizations during the thousand-year period known as the "Middle Ages." At the beginning of this period the Romans ruled a massive empire that stretched from Britain to north Africa and from Spain to Iraq. A millennium later, this classical and pagan world had broken apart into three successor civilizations: medieval Europe, the Byzantine empire, and the Islamic world. This course investigates how this momentous transformation occurred. We will examine such topics as relations between Romans and "barbarians," the spread of Christianity and Islam, the development of kingdoms and empires, the Vikings and crusades, saints and religious reformers, art and architecture, cities and trade, the persecution of Jews and heretics, as well as the Black Death and Italian Renaissance.

Format: seminar/lecture and audio-visual presentations. Evaluation will be based on several papers, an exam and class participation.

No prerequisites. *Expected enrollment: 10-30.*

Groups C and G

Hour: 11:00-12:15 MWF

GOLDBERG

HIST 226(S) 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.

No prerequisites. *Enrollment limit: 25 (expected: 20). Open to all.*

Groups C and G

Hour: 1:10-2:25 MR

WOOD

HIST 227(F) A Century of Revolutions: Europe in the 19th Century

This course introduces students to the era of the European domination of the world, a time of revolutionary excitement and fervor, of war and travesty, of profound social and economic change, and of great intellectual ferment. Topics include the French and Russian Revolutions, the Revolutions of 1830 and 1848, the Industrial Revolution, German and Italian Unification, European imperialist expansion, processes of secularization and religious revival,

History

and the origins of World War I. With an eye toward exploring the origins of today's complex attitudes toward race, ethnicity, and gender, the course will also investigate racial thought, anti-semitism, and feminism in the nineteenth century.

Format: lecture/discussion. Evaluation will be based on class participation, a midterm and final exam, and a 10- to 12-page research paper.

No prerequisites. *No enrollment limit (expected: 25). Open to all.*

Group C

Hour: 2:35-3:50 MR

FISHZON

HIST 228(S) Europe in the Twentieth Century

This course introduces students to the history of Europe from before the First World to the present. During this period Europe witnessed two world wars, the largest pandemic in recorded history, numerous civil conflicts, the fall of capitalist colonial empires, and the rise and fall of a communist empire. Through a combination of films, artistic works, philosophical interventions, and historical texts, we will look at what made the last century both the most violent and the most productive in Europe's history. By discussing various possible ways of organizing twentieth-century European history (the Cold War, decolonization, expanded suffrage, scientific progress, etc), we will develop a variety of lenses through which we can read assigned works and grasp both the contours and complexity of Europe's past.

Format: lecture/discussion. Evaluation will be based on class participation, a final examination, two short essays, and several small assignments.

No prerequisites. *No enrollment limit (expected: 25-30). Open to all.*

Group C

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

REVILL

HIST 229 European Imperialism and Decolonization (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist229.php)

SINGHAM

HIST 230(S) Modern European Jewish History, 1789-1948 (Same as Jewish Studies 230)

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 C

Hour: 11:00-12:15 MWF

GARBARINI

HIST 240 Muscovy and the Russian Empire (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist240.php)

FISHZON

HIST 241 The Rise and Fall of the Soviet Union (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist241.php)

FISHZON

INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)

HIST 242 Latin America From Conquest to Independence (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist242.php)

KITTLESON

HIST 243(F) Modern Latin America, 1822 to the Present

This course will examine salient issues in the history of the independent nations of Latin America. The first section of the course will focus on the turbulent formation of nation-states over the course of the nineteenth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations. The second section will move us to questions in twentieth-century Latin-American history, including industrialization and urbanization; the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the construction of cultural modernism in these "Third World" societies. Here and throughout the course we will strive for an understanding of how social conflicts shaped and were shaped by economic and political forces.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam.

No prerequisites. *Enrollment limit 40 (expected: 35-45).*

Group D

Hour: 2:35-3:50 TF

KITTLESON

HIST 248(F) History of the Caribbean: Race, Nation, and Politics (Same as Africana Studies 248)

This course explores the history of islands in the Caribbean, including Cuba, Puerto Rico, Dominican Republic, Haiti, and Jamaica from slavery to the present. The goal of the class is to trace the emergence of modern multi-eth-

History

nic Caribbean nations from the slave colonies of the not-so-distant past. We will show that though they may be picturesque vacation destinations, the islands of the Caribbean have played a central role in the history of the Atlantic world for the last 500 years. In particular, the course focuses on the moments when leaders and residents of these islands were in contact with each other and how they imagined those relationships. This means that readings will explore topics of migration, moments of political alliances, as well as periods of social disturbance. Sources will include speeches, song lyrics, films, testimonios, and other historical documents that shed light on the history of Caribbean nations. The course has three sections: the early history of the Caribbean, leading up to the Haitian Revolution; nineteenth-century developments, including slave emancipation and early nationalist and independence movements; and the twentieth century, which pays particular attention to how Caribbean peoples have acted on their understandings of those two prior periods.

Format: lecture/discussion. Evaluation will be based on class participation, a map quiz, two 5- to 7-page papers, a midterm exam, and a final exam.

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

Groups D and G

Hour: 11:20-12:35 TR

BENSON

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 F and G

Hour: 2:35-3:50 MR

AUBERT

HIST 252B(S) America From San Gabriel to Gettysburg, 1492-1865

A topical analysis of the history of what became the United States of America, beginning with the early years of European conquest and ending with the crisis of the Civil War. Particular attention will be paid to the relationship between major political events and changing patterns of economic, social, and cultural life that shaped them. Readings will include contemporary sources, historical studies, and biographies.

Format: discussion. Requirements: students will write a series of short analytical papers and will have a choice of either writing a longer, final essay or taking a final exam.

No prerequisites. *Enrollment limit: 20 (expected: 15-20). Open to all.*

Groups F and G

Hour: 9:55-11:10 TR

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 midterm, and a final take-home exam.

No prerequisites. *No enrollment limit (expected: 40-50). Open to all.*

Group F

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

DUBOW

HIST 262(F) The United States and the World, 1776 to 1914 (Same as Leadership Studies 262)

From its foundation in 1776 to the beginning of World War I in 1914, the United States developed a complex of ideas for understanding—and methods for securing—its place in the world. During this period, the nation's diplomacy went through several phases as it made the transition from a young republic struggling to conduct its diplomacy, to an expansionist power in the first half of the nineteenth century, to an emerging world power in the aftermath of the Civil War, and then to an imperialist power after the Spanish-American War. Amidst these events, U.S. statesmen and citizens constantly debated the country's proper diplomatic role and struggled to construct and propagate a unique American ideology, as well as an advantageous geo-strategic position, on the global stage. Debates about foreign relations were imbued with questions of race, nation, independence, religion, economy, law, gender, and geographic expansion; indeed, defining U.S. foreign relations was a means of defining the nation itself. Through a variety of primary sources and scholarly books and articles, this course will examine U.S. relations with external powers as well as the interactions that occurred between U.S. domestic and foreign policy during this period.

Format: lecture/discussion. Evaluation will be based on class participation, two 5- to 7- page papers, quizzes, and a final exam.

No prerequisites. *No enrollment limit (expected: 15-25). Open to all.*

Group F

Hour: 11:00-12:15 MWF

CHAPMAN

History

HIST 263(S) The United States and the World, 1914 to the Present (Same as Leadership Studies 263)

World War I altered the world's geostrategic balance and ushered in a new era for U.S. foreign relations. The self-identified isolationist power would emerge as a hegemon, no longer able or content to rely upon its geographic position to protect it from global entanglement. Some have called this the "Wilsonian Century," as Woodrow Wilson led the charge to involve the United States in a new international order. This new order did not materialize immediately after the Treaty of Versailles in 1919, especially as the world descended into economic depression. During and after World War II, though, the U.S. adopted activist methods of spreading self-determination, democracy, and capitalist models of development and free trade around the world. This became all the more critical as European empires disintegrated and decolonizing countries looked to the adversarial superpowers, the United States and the Soviet Union, for competing models of development and modern forms of government. Through a variety of primary sources and scholarly books and articles, this course will explore U.S. relations with the world from World War I to the current war in Iraq. In addition to official U.S. policy, the course will examine America's economic, cultural, and ideological impact abroad. It will also consider how international events have shaped American society and culture and, in turn, how domestic factors have influenced American foreign policy.

Format: lecture/discussion. Evaluation will be based on class participation, two 5- to 7- page papers, quizzes, and a final exam.

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

Group F

Hour: 8:30-9:45 TR

CHAPMAN

HIST 281(F) African-American History, 1619-1865 (Same as Africana Studies 281)

This course provides an introduction to the history of the first two and a half centuries of the experience of African Americans in colonial America and the United States. Economically, culturally, and politically, African Americans had a profound effect on the historical landscape of this nation. The experience of slavery necessarily dominates this history and it is the contours and nuances of slavery that give this course its focus. We will explore the influence of African culture on early America, the role of gender in the American slave labor system, the development of racial classification in North America, and the cultural and intellectual significance of the abolitionist movement. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential.

Format: discussion/lecture. Evaluation will be based on short papers, a midterm exam, a final exam, brief in-class writing assignments, and class participation.

No prerequisites. *No enrollment limit (expected: 20-25).*

Groups F and G

Hour: 1:10-2:25 MR

LONG

HIST 282(S) African-American History From Reconstruction to the Present (Same as Africana Studies 282)

This course introduces students to the significant themes and events that have shaped African-Americans' historical experiences from Reconstruction to the end of the twentieth century. Course themes will include: the changing meanings of freedom, equality, and rights; the intersection of ideology and activism; the disconnection between local and national perspectives. Additionally, the course explores the political nature and development of African-American protest traditions, giving particular attention to the rise of Jim Crow, the franchise, black institutional and organizational life, black migration and urbanization, the black freedom movement and its legacy, and the demise of the liberal coalition.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a take-home exam.

No enrollment limit (expected: 20-25). Open to all.

Group F

Hour: 11:00-12:15 MWF

L. BROWN

HIST 284 Topics in Asian American History (Not offered 2008-2009; to be offered 2009-2010) (D)
(www.williams.edu/Registrar/catalog/depts/hist/hist284.php)

WONG

HIST 286 Latina/o History From 1846 to the Present (Same as Latina/o Studies 286) (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/hist/hist286.php)

WHALEN

INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)

HIST 292(S) Africans in Europe: Slaves, Abolitionists, Artists, Intellectuals and Migrants in the Modern Era (Same as Africana Studies 292)

This class offers an overview of the African presence in and influence on European politics and culture since their appearance as slaves in the sixteenth century. Despite such inauspicious beginnings, Africans played an important role in the abolitionist movements in England and France in the eighteenth and nineteenth centuries and challenged European imperialism in Africa at the end of the century. During the twentieth century, pan-africanism, Négritude, decolonization and the non-aligned movement developed in Europe's major capitals, where African and African-American artists and musicians interacted in novel ways to put Europe on the forefront of developments in modern art, literature, jazz and world music. Since World War II, widespread immigration of Africans—particularly North Africans and West Indians of African descent—to Europe has deeply changed the character of European societies. From Hottentot Venus to Josephine Baker, from Mary Prince to Ayaan Hirsi Ali, this course will use the writings of intellectuals and leaders like Senghor, Fanon, and C.L.R. James—as well as film, music, and literature—to explore the ways in which Africans have transformed Europe in the modern era.

Format: lecture/discussion. Evaluation will be based on informed class participation, a midterm exam, a final exam, and a research paper.

History

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

Groups A and C

Hour: 11:20-12:35 TR

SINGHAM

HIST 293 History of Medicine (Same as History of Science 320) (Not offered 2008-2009; to be offered 2009-2010)

(See under HSCI 320 for full description.)

Group G

D. BEAVER

HIST 294(S) Scientific Revolutions: 1543-1927 (Same as History of Science 224)

(See under HSCI 224 for full description.)

Groups C and G

D. BEAVER

HIST 295(F) Technology and Science in American Culture (Same as History of Science 240)

(See under HSCI 240 for full description.)

Group F

D. BEAVER

JUNIOR SEMINARS (301)

Junior seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce?

What does it mean to study the past? How do historians approach the project of studying the past? Each year several junior seminars will be offered. Students who plan to study abroad during their junior year may take their Junior Seminar in the spring semester of their sophomore year, and those planning to be away for the whole of their junior year are strongly encouraged to do so.

HIST 301A(F) Approaching the Past: History, Theory, Practice

This course will explore how the discipline of 'History' has come to assume its present form and how a number of historians since the 1820s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s/1970s, comparing and contrasting it with that of their nineteenth-century predecessors. We will then consider the work of those recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by "post-modernism." We will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians *do* with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the practice of history.

Format: discussion. Evaluation will be based on class participation, a 250-word position statement ("What is History?"), two 9- to 11-page interpretive essays, and a take-home final exam.

Enrollment limit: 20 (expected: 15-20). Restricted to History majors.

Hour: 11:00-12:15 MWF

WATERS

HIST 301C(F) Approaching the Past: Practices of Modern History

What is history? What is it that historians do? In this course, students will explore questions of how and why we historians practice our craft. The first section of the course will examine how historians come to know, think about, and understand the past. Issues of the nature of historical "truth," objectivity and bias, types of sources, and uses of theory will be discussed. Next, we will address the ways in which historians write about the past, considering the influence of postmodernism on historical narratives, and historical film. Finally, we will examine the uses of history, including ethical and moral ramifications of our work, history education, and the construction of historical memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings that concretely illustrate the methodological issues at stake. These readings will be drawn from a broad range of topics, such as the Great Depression, the Pacific War, the Holocaust, and the assassination of JFK.

Format: seminar. Evaluation will be based on class participation, response papers, short essays, and a final paper. No prerequisites. *Enrollment limit: 20 (expected: 20). Restricted to History majors.*

Hour: 1:10-3:50 W

SINIAWER

HIST 301D(S) Approaching the Past: Is History Eurocentric?

The modern historical profession is very much a European creation, originating in the Age of Enlightenment. Championing reason and challenging religious views of the past, the Philosophes linked the new secular study of man and his society to a view of historical progress. Some have argued that the very nature of the historical discipline is Eurocentric, based as it is on Western concepts of reason, science, and historical evolution which privilege European history at the expense of its non-Western counterparts. In this course, we will study some of the important spokesmen for historical progress (Voltaire, Condorcet, Marx, von Ranke) as well as some of their important critics. The first half of the course will survey the history of the historical profession from the Enlightenment to the present. In the second half of the course, we will read some of the great works of history which have attempted to explain the rise of the west, grappling with how and to what extent these interpretations are Eurocentric.

Format: discussion. Evaluation will be based on class participation, two 10- to 12-page papers, and a final exam. *Restricted to History majors.*

Hour: 1:10-3:50 W

SINGHAM

HIST 301E(S) Approaching the Past: Three Historians of the Dark Ages

This History 301 seminar investigates the nature of History through the three most important historical writers of the so-called European Dark Ages: Gregory of Tours (d. 594), a Gallo-Roman aristocrat and bishop who chronicled the bloody feuds of the early Frankish kings and queens; the Venerable Bede (d. 735), a Benedictine monk

History

who famously narrated the conversion of Anglo-Saxon England from paganism to Christianity; and Einhard (d. 840), the biographer of the great emperor Charlemagne. For each of these early medieval authors, we will seek to understand not only how he conceived of and wrote about the past, but also how modern historians have tried to use his surviving writings as evidence to construct their own historical arguments and narratives. In this way, our examination of three historians of the Dark Ages will become an exploration into historical methodology, historiography, epistemology, and the limits of historical knowledge.
Format: seminar. Evaluation will be based on class participation, short weekly response papers, and several longer papers.

No prerequisites. *Enrollment limit: 20 (expected: 20). Restricted to History majors.*
Hour: 7:00-9:40 p.m. M

GOLDBERG

HIST 301F Approaching the Past: Remembering American History (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/hist/hist301.php)

WONG

ADVANCED ELECTIVES (302-396)

These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

ADVANCED ELECTIVES: AFRICA AND THE MIDDLE EAST (302-311)

HIST 304 South Africa and Apartheid (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/hist/hist304.php)

MUTONGI

HIST 307 Islam and Modernity (*Not offered 2008-2009; to be offered 2009-2010*) (D) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist307.php)

BERNHARDSSON

HIST 308(S) Gender and Society in Modern Africa (Same as Africana Studies 308 and 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."

Format: seminar. Evaluation will be based on class participation and three short papers.

No prerequisites. *Enrollment limit: 25 (expected: 15-20).*

Group A

Hour: 1:10-2:25 MR

MUTONGI

HIST 310(S) Iraq and Iran in the Twentieth Century (D)

Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

Format: 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 E

Hour: 1:10-2:25 TF

BERNHARDSSON

HIST 311 The United States and the Middle East (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/hist/hist311.php)

BERNHARDSSON

ADVANCED ELECTIVES: ASIA (312-321)

HIST 315 Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and Comparative Literature 220) (*Not offered 2008-2009; to be offered 2009-2010*) (D)

(See under CHIN 224 for full description.)

NUGENT

HIST 318 Nationalism in East Asia (Same as Asian Studies 245 and Political Science 245) (*Not offered 2008-2009; to be offered 2009-2010*)

(See under PSCI 245 for full description.)

CRANE

HIST 319 Gender and the Family in Chinese History (Same as Asian Studies 319 and Women's and Gender Studies 319) (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/hist/hist319.php)

A. REINHARDT

HIST 321 History of U.S.-Japan Relations (Same as Japanese 321) (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/hist/hist321.php)

SINIAWER

ADVANCED ELECTIVES: EUROPE AND RUSSIA (322-341)

HIST 322(S) The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and Women's and Gender Studies 239)

(See under CLAS 239 for full description.)

CHRISTENSEN

Group C and G

History

HIST 323 Leadership, Government, and the Governed in Ancient Greece (Same as Classics 323 and Leadership Studies 323) (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(www.williams.edu/Registrar/catalog/depts/hist/hist323.php) CHRISTENSEN

HIST 324 The Development of Christianity: 30-600 C.E. (Same as Religion 212) (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(See under REL 212 for full description.) BUELL
Group G

HIST 325 The World of Charlemagne (Same as Religion 219) (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(www.williams.edu/Registrar/catalog/depts/hist/hist325.php) GOLDBERG

HIST 326 War in European History (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/hist/hist326.php) WOOD

HIST 327 Knighthood and Chivalry (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/hist/hist327.php) GOLDBERG

HIST 328 Medieval Empires (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/hist/hist328.php) GOLDBERG

HIST 329 The Christianization of Europe (Same as Religion 214) (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(www.williams.edu/Registrar/catalog/depts/hist/hist329.php) GOLDBERG

HIST 330 Reformation and its Results (Same as Religion 220) (*Not offered 2008-2009; to be offered 2009-2010*)
(See under REL 220 for full description.) SHUCK

HIST 332(S) The Revolutionary Tradition in France, 1789-1871

This course provides an examination of the uneven development of a revolutionary tradition in France. We will follow the attempts to define, deny, foreclose, and revise the Revolution from its explosion in 1789 through the foundation of the Third Republic. A strong historiographic focus will direct our attention to the gendered nature of the revolutionary project; the tension between liberty and equality that runs throughout French history; and the plausibility of competing social, political, and cultural interpretations of the Revolution.

Format: primarily discussion. Evaluation will be based on class participation, a midterm examination, several response papers, and a final essay.

No enrollment limit (expected: 15-20). Open to all; some familiarity with the basic narrative of modern European history expected.

Group C

Hour: 2:35-3:50 MR REVILL

HIST 334 The Fin-de-Siècle: Vienna—Paris—St. Petersburg (Same as Women's and Gender Studies 334) (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/hist/hist334.php) FISHZON

HIST 339(F) A Call to Arms: Philosophies of Violence in Twentieth-Century Europe

Europe's twentieth century began at the tail end of the longest sustained peace in memory, yet ended as the most bloody hundred years in human history. How did European thinkers justify, criticize, and comprehend their society's descent into violence? What does the long European debate over the political uses of terror tell us about our own "war on terror?" This course explores the debates over the legitimacy of political violence with one eye open to the origins of our contemporary situation and the aspiration to address the ethics of political violence. Using primary texts by European philosophers, artists, novelists, and militants in conjunction with secondary historical works and films, we will explore the evolving justifications and critiques of proletarian violence and revolutionary terror, fascist and anti-fascist violence, sometimes bloody anti-colonial struggles, and anti-authoritarian student movements.

Format: primarily discussion. Evaluation will be based on class participation, two historiographic essays of 10-15 pages, in-class presentations, and a final examination.

No enrollment limit (expected: 15-20). Open to all; some familiarity with the basic narrative of modern European history expected.

Group C

Hour: 9:55-11:10 TR REVILL

ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)

HIST 342 Creating Nations and Nationalism in Latin America (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(www.williams.edu/Registrar/catalog/depts/hist/hist342.php) KITTLESON

HIST 346 History of Modern Brazil (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(www.williams.edu/Registrar/catalog/depts/hist/hist346.php) KITTLESON

ADVANCED ELECTIVES: UNITED STATES (352-387)

HIST 352(F,S) America and the Sea, 1600-Present (Same as Maritime Studies 352) (*Offered only at Mystic Seaport.*) (W)
(See under MAST 352 for full description.) GORDINIER

Groups F and G

HIST 353(S) North American Indian History: Pre-Contact to the Present (Same as Environmental Studies 353)

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

History

diversity of American Indian historical experiences and Indian peoples' 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; 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 F and G

Hour: 9:55-11:10 TR

AUBERT

HIST 354 The Revolutionary Generation: Galaxy of Leaders (Same as Leadership Studies 285 and Political Science 285) (Not offered 2008-2009; to be offered 2009-2010)
(See under LEAD 285 for full description.)

DUNN

HIST 356(F) Race, Gender, and Sexuality in U.S. History (Same as Women's and Gender Studies 356)

This course explores the shifting, contested, and intersecting meanings of race, gender, and sexuality in the United States. We will begin with three units designed to introduce the theoretical and methodological literature (one each on gender, sexuality, and race), and then devote the rest of our sessions to analyzing a series of specific historical topics examining the ways that race, sexuality, and gender have been imagined, policed, legislated, experienced, and performed in modern U.S. History. Topics to be explored include the development of and challenges to categories of race, sex, and gender; laws and cultural norms regarding sex and relationships; racial and sexual violence and organized resistance; and historical debates about family, immigration, work, and reproduction.

Format: discussion. Evaluation will be based on class participation, two short papers, and a final historiographical paper.

No prerequisites. *Enrollment limit: 30 (expected 20-25).*

Group F

Hour: 2:35-3:50 MR

DUBOW

HIST 358(S) The Age of Roosevelt: Depression, New Deal, and War (Same as Leadership Studies 258)

Franklin D. Roosevelt was elected to the presidency an unprecedented four times. During his years in office, both the United States and the world were dramatically transformed. This course will explore how and why, with an emphasis on Roosevelt's specific role in these transformations. It will focus first on the Great Depression and the ensuing New Deal, which created the modern American economy, government and presidency. It will then turn to the origins and course of World War II, during which the United States emerged as a global superpower. Readings will include both primary and conflicting secondary accounts.

Format: lecture/discussion. Evaluation will be based on class participation and two, brief (5-8 page) papers on major issues in the course, as well as on a midterm and a final exam.

No prerequisites. *Enrollment limit: 25 (expected: 15-25). Preference will be given to History majors and Leadership Studies concentrators.*

Group F

Hour: 11:20-12:35 TR

STOLER

HIST 359 Autobiography as History: An American Character? (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist359.php)

DALZELL

HIST 364(F) History of the Old South

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Format: discussion. Requirements: a midterm, a final exam, and a paper of moderate length.

No prerequisites. *No enrollment limit (expected: 25).*

Groups F and G

Hour: 2:35-3:50 TF

DEW

HIST 365(S) History of the New South

A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the rule of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

Format: discussion. Requirements: a midterm, a final exam, and a paper of moderate length.

No prerequisites. *No enrollment limit (expected: 25).*

Group F

Hour: 2:35-3:50 TF

DEW

History

HIST 368 Cultural Encounters in the American West (Same as American Studies 368) (Not offered 2008-2009; to be offered 2009-2010) (D)
(www.williams.edu/Registrar/catalog/depts/hist/hist368.php) WONG

HIST 372(S) The Rise of American Business

An examination of the complex process that saw business enterprise move from a marginal position in the largely agrarian society of the early colonial period to become, by the twentieth century, one of the principal forces shaping American culture. Subjects to be considered: the business and political activities of colonial merchants, early-American attempts at industrialization, the business careers of John D. Rockefeller and Andrew Carnegie, and the growth, since 1900, of multidivisional corporations like DuPont and General Motors. Readings will include historical studies, biography, autobiography, and fiction.

Format: discussion. Requirements: a series of short analytical papers and the choice of either writing a longer, final essay or taking a final exam.

Enrollment limit: 25 (expected: 20-25). Open to sophomores and also to first-year students with Advanced Placement Credit in American History.

Group F

Hour: 11:20-12:35 TR

DALZELL

HIST 373 Va Va Vroom!—A Nation on Wheels (Same as Environmental Studies 373) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist373.php)

DALZELL

HIST 374(S) American Medical History

This course will cover major themes in American medical history and historiography from the colonial period through the twentieth century. Every aspect of American “medicine” underwent tremendous transition during the period we will study. Medical education, the medical profession, and notions about cures and care changed fundamentally, as did ideas about the nature of illness itself. Our course of study, in addition to charting ways in which the practice of medicine in America has developed, will make an equal effort to understand how medicine has changed and affected American society. Topics that we will investigate include cholera, TB, and childbirth in American society, as well as other medical phenomena.

Format: discussion/lecture. Evaluation will be based on class participation, two short papers, reading quiz, and a final research paper.

No prerequisites. No enrollment limit (expected: 15-25).

Groups F and G

Hour: 1:10-2:25 TF

LONG

HIST 379(F) African American Electoral Politics in Historical Perspective (Same as Africana Studies 379)

A little more than a hundred years ago, African Americans were disfranchised. Indeed, most black people could not vote until the last quarter of the 20th century. And yet, at the beginning of the 21st century, a black man mounted a significant campaign for the presidency of the United States. This course investigates the history of African American ideology and activism regarding the vote, office holding, public policy, and party politics. Course themes include: the 14th and 15th Amendments, disfranchisement, women's suffrage, court challenges, the civil rights movement, political ideologies, and candidacies in the post-reform era.

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

No enrollment limit (expected: 20). Open to all.

Group F

Hour: 1:10-2:25 MR

L. BROWN

HIST 380 Comparative American Immigration History (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/hist/hist380.php)

WONG

HIST 381(F) From Civil Rights to Black Power (Same as Africana Studies 381)

The Supreme Court decision *Brown v. Board of Education* (1954) ended an era of black activism that used the courts to overturn exclusionary practices of American education, opening a new civil rights era that introduced new strategies and tactics of protest. This course introduces students to the themes and issues of the black freedom movement as it transpired after 1954 and continued into the 1980s in the United States. Focusing on African Americans' demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, the course will follow a chronological format that covers the architecture of racial segregation and the culture of Jim Crow and examines the persistence of activism and resistance. Finally, the course will follow the many iterations of the freedom movement, including direct action, black power, and coalition building.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a take home final.

No enrollment limit (expected: 20). Open to all.

Group F

Hour: 11:20-12:35 TR

L. BROWN

HIST 384 Comparative Asian-American History, 1850-1965 (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/hist/hist384.php)

WONG

HIST 385 Contemporary Issues in Recent Asian-American History, 1965-Present (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/hist/hist385.php)

WONG

History

HIST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as Latina/o Studies 386 and Women's and Gender Studies 386) (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/hist/hist386.php)

WHALEN

HIST 387 Community Building and Social Movements in Latina/o History (Same as Latina/o Studies 387 and Women's and Gender Studies 387) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist387.php)

WHALEN

HIST 388(F) The Cold War, 1945-1991 (Same as Leadership Studies 388)

This course examines the Cold War from its origins in World War II to its end with the collapse of the Soviet empire in 1991. Lectures, readings, and discussions will explore how and why the Cold War began, why it continued, what characterized it, how its foci changed over time, and how and why it ended. We will pay particular attention to the ideological, diplomatic, technological, and military competitions that marked the bipolar Soviet-American rivalry. We will also explore the collapse of the European imperial order and the resulting process of Third World decolonization, which was a major factor in shaping, perpetuating, and arguably ending the Cold War. Sources for the course will include primary documents, scholarly books and articles on a variety of international Cold War topics, and documentary and feature film clips.

Format: lecture/discussion. Evaluation will be based on class participation, two 5- to 7-page papers, quizzes, and a final exam.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Open to all.*

Groups C and F

Hour: 1:10-2:25 MR

CHAPMAN

ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (388-396)

HIST 389(F) The Vietnam War (Same as Leadership Studies 389)

The Vietnam War, the longest Americans have known, still haunts us. But the passage of time, the accumulation of documentation, and an impressive body of scholarship make it possible to confront the ghosts of that painful conflict with ever greater detachment and confidence. This course is guided above all by a concern with setting the Vietnam War in a broad context. The course will trace origins—for Vietnamese patriots and peasants going back to the nineteenth century and earlier and for American cold warriors beginning with the immediate post-1945 period. The course will also encompass a wide range of groups—from the leaders in Washington, Saigon, Hanoi, and Beijing who directed the conflict, to the soldiers who fought it, to the non-combatants who lived with its consequences. The course will finally follow the war's legacies for each of the countries involved.

Format: lecture/discussion. Readings will consist of primary sources, oral history, and fiction—as well as conventional historical accounts, averaging about a hundred pages a week over the term. Evaluation will be based on two papers, two exams, and participation in class discussion.

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

Groups B and F

Hour: 2:35-3:50 MR

HUNT

HIST 391(F) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as Anthropology 391 and INTR 391)

(See under ANTH 391 for full description.)

JUST

HIST 392 Producing the Past (Same as Asian Studies 345 and Sociology 345) (Not offered 2008-2009; to be offered 2009-2010)

(See under SOC 345 for full description.)

VALIANI

HIST 393 Sister Revolutions in France and America (Same as Leadership Studies 212 and French 212) (Not offered 2008-2009; to be offered 2009-2010)

(See under LEAD 212 for full description.)

DUNN

Groups C, F, and G

HIST 395(S) Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present (Same as Women and Gender Studies 395)

This course explores costume and fashion as vehicles for the (re)creation and expression of gender, class, and sexual identities in Europe and the United States. We will begin by looking at the relationship between fashion and the political and economic power of the courts of early modern Europe. Revolutionary ideologies will be linked to sartorial politics, consumption of clothing to colonization, and changes in the style of clothing to shifting social norms. As our focus turns to the fashion industry in the twentieth century, when mass-produced clothing increased the possibility for reflexivity and imaginative play in dress, we will relate representations of the dressed body to the formation of diverse cultural communities, beauty ideals, and status hierarchies, examining both the normative and subversive potential of fashion. The course considers work in the fields of art history, cultural history, sociology and anthropology, feminist theory, and fashion journalism to ask questions such as: What are the origins of consumer societies? When, why, and how were fashion and consumption feminized? Is clothing a language? What cultural, political and social meanings do certain forms of dress generate? What is the relationship between prevalent understandings of the body and fashion? How is clothing used to stigmatize or differentiate individuals and communities? Topics include: the origins of uniforms and sportswear, eroticism and androgyny in fashion, the cultural politics of ethnic clothing, and the relationship between the fashion industry and cinema.

Format: seminar. Evaluation will be based on class participation, an oral presentation, two short critical essays based on class readings, and a final research paper.

No prerequisites. *No enrollment limit (expected: 8-14).*

Groups C, F, and G

Hour: 8:30-9:45 TR

FISHZON

History

HIST 396 Muslims and Europe: Colonialism, Migration, and Racism in 19th and 20th Century Europe (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/hist/hist396.php)

SINGHAM

ADVANCED SEMINARS (402-479)

These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

ADVANCED SEMINARS: AFRICA AND THE MIDDLE EAST (402-411)

HIST 408 Archaeology, Politics, and Heritage in the Middle East (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/hist/hist408.php)

BERNHARDSSON

ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)

HIST 425 The First Crusade (Same as Religion 215) (*Not offered 2008-2009; to be offered 2009-2010*) (W) (D)

(www.williams.edu/Registrar/catalog/depts/hist/hist425.php)

GOLDBERG

HIST 432(F) Experiencing the Great War

In Europe the First World War (not the Second, as Americans might expect) is still remembered as the "Great War." The First World War shattered a long century of near-total peace on the continent, profoundly changed social and political relations in all combatant countries, and shifted the balance of global power toward the emerging United States. In retrospect, the war opened the floodgates of modern history, creating space for decolonization, communism, fascism, welfare-state liberalism, suffrage movements, and the final demise of continental monarchies. This seminar will explore the ways that individuals and groups in the belligerent nations experienced the war asking, in the process, whose experiences "count" in the historiography of the war and looking at the ways in which historians access the varieties of social experience. Students should take from this course a basic factual knowledge of the origins, trajectory, and afterlives of the First World War, a sense of how the experience of the war differed by national and social identity, an idea of the debates that animate the historical discussions of the war, and an ability to work with sources in order to engage with those debates.

Format: seminar. Evaluation will be based on class participation, two short papers or bibliographic assignments, and a research paper of approximately 25 pages.

Enrollment limit: 15 (expected: 10-15). Preference given to junior and senior History majors with some familiarity with modern European history.

Group C

Hour: 1:10-2:25 TF

REVILL

HIST 439(S) Personality, Society, and Identity in Nineteenth- and Early Twentieth-Century Russian Thought

This seminar studies the movements and themes of Russian thought from the Enlightenment to 1917, situating works of Russian philosophy and literature, when appropriate, within the broader context of Western intellectual traditions. We will explore how ideas about human nature and society inspired and gave meaning to political reform, terrorism, and revolution in the nineteenth and early twentieth centuries, and ponder their relevance in Russia today. The course covers themes such as the individual and society, morality and love, and time and eschatology, as well as topics like: the problem of national identity, conservatism and radicalism, the forging of the "intelligentsia" tradition, the commercialization of culture, and revolutionary language in 1917. Readings include texts by Pushkin, Belinsky, Dostoevsky, Herzen, Tolstoy, Solovyov, Berdiaev, as well as modernist works (Bely, Blok, Ivanov) and Marxist writings (Plekhanov, Bogdanov, Lenin). We also will read secondary historical literature, watch films, and listen to music in order to gain a deeper understanding of the cultural environment in which our primary sources were written and the ways social ideals and types were disseminated.

Format: seminar. Knowledge of Russian is NOT a prerequisite for this course. Evaluation will be based on class participation, several oral presentations and short preliminary writing assignments, and a final research paper.

No prerequisites. *No enrollment limit (expected 5-9). Preference will be given to History and Russian Studies majors.*

Group C

Hour: 11:20-12:35 TR

FISHZON

ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)

HIST 443 Slavery, Race and Ethnicity in Latin America (*Not offered 2008-2009; to be offered 2009-2010*) (D)

(www.williams.edu/Registrar/catalog/depts/hist/hist443.php)

KITTLESON

ADVANCED SEMINARS: UNITED STATES (452-471)

HIST 452(F) Women in America, 1603-1865 (Same as Women's and Gender Studies 452)

Women have always been mothers, wives and daughters; and through much of their history in North America, their relationship to the state has been mediated through men. Their labor, be it in the household, as free wage laborers, farm hands, or slaves, was important both to the development of the American market economy and to the ideology and rhetoric of nationhood. This seminar will explore the significance of the experiences of American women from the colonial era through the Civil War. We will address the impact of slavery on all American women, the role of women during the nineteenth-century period of intense urbanization and industrialization, and the ways in which literacy and artistic culture shaped the way American women portrayed their own lives.

History

Throughout the semester we will read primary documents, both as a class and individually. One goal for students is the ability to read sources critically and to evaluate the role of literacy and writing itself in women's history. Our inquiry will encompass women in New England, the South and the Hispanic Southwest. As we study works of history, we will also read twentieth-century feminist and race theory to understand the connections between practice and theory, between narrative and argument.

Format: seminar. Requirements include a research paper (20-25 pages), based on reading and analysis of a set of primary sources, a literature review, class participation, and an informal reading journal.

No prerequisites. *Enrollment limit: 15 (expected: 10-15). Preference given to senior History majors.*

Groups F and G

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

LONG

HIST 456(F) Civil War and Reconstruction

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Format: seminar. Requirements: a research paper based at least in part on primary sources.

Enrollment limit: 20 (expected: 20).

Group F

Hour 1:10-3:50 W

DEW

HIST 457(S) Gender, Law, and Politics in U.S. History (Same as Women's and Gender Studies 457)

This seminar explores the legal history of the United States as a gendered system. It examines how women have shaped the meanings of American citizenship through pursuit of political rights and obligations such as suffrage, jury duty, and military service; how those political struggles have varied across race, religion, and class; and how the legal system has shaped gender relations for both women and men through regulation of such issues as marriage, divorce, work, reproduction, and the family. While we will read some court cases, the focus of the seminar is on the broader relationship between law and society. Readings will address not only the history of statutory law, and of the lawsuits and trials testing those laws, but also the social history of the impact of the law and the political history of efforts to change laws.

Format: seminar. Evaluation will be based on an extensive (20-25 page) research paper that makes use of primary and secondary sources, brief papers on the weekly readings, and class participation.

No prerequisites. *Enrollment limit: 15 (expected: 10-15). Preference given to senior History majors.*

Group F

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

DUBOW

HIST 459(S) Jim Crow (Same as Africana Studies 459)

Between the years 1896 and 1954 the United States instituted a set of laws, rules, and customs designed to segregate African Americans - and with the sanction of the courts, the Congress, and the President. Jim Crow, as this system was known, impressed the cultural, social, political, and economic conditions in ways that assured racial discrimination. Considering the Jim Crow era as a specific time period, this course engages broad themes of history: the importance of context and perspective, the place of historiography in shaping questions, critiquing sources, and making arguments, and the dynamics of race, gender, and power. From both sides of the color line - white and black - the course explores law, cultural production, community and institutional development, and the roles of violence, media, and personal experience in sustaining this new racial world. Finally, the course examines the system's inherent paradox: colliding ideologies about human rights and freedom.

Format: seminar. Evaluation will be based on class participation and two shorter assignments leading up to a longer research paper.

Enrollment limit: 15 (expected: 10-15). Preference given to junior and senior History majors.

Group F

Hour: 2:35-3:50 MR

L. BROWN

HIST 460(F) U.S. Foreign Relations: Nationalism, Empire, and Hegemony (Same as Leadership Studies 460)

The abrupt end of the Cold War, followed by the discovery of globalization and then the upheaval of the post-9/11 period, has had a powerfully disruptive effect on U.S. policy. It has also given historians pause to rethink their understanding of the U.S. role in the world. In the search for fresh interpretations and frameworks, three concepts have come to loom large in their work: nationalism, empire, and hegemony. This course explores how these concepts might illuminate the path of U.S. foreign relations over the last century, how they might situate the American experience in a global and comparative context, and how they might help frame a research project based substantially on primary materials.

Format: seminar. Evaluation will be based on participation in discussions, several short warm-up papers, and a 20-25 page research paper.

Prerequisite: some familiarity with U.S. history in the twentieth century or the history of international relations.

Enrollment limit: 15 (expected: 15). Preference given to senior History majors.

Group F

Hour: 1:10-3:50 W

HUNT

HIST 464(S) The United States and the Vietnam War (Same as Leadership Studies 464)

U.S. involvement in Vietnam affected nearly every aspect of American life, including the country's overall foreign policy, its military strategy, the relationship between various branches of government, the nation's political trajectory, the role of media in society, youth culture, race relations, and more. This seminar explores America's war in Vietnam and its dramatic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning

History

point in U.S. history – and in the role of the U.S. in the world – by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20- to 25- page paper, based in primary sources, on one aspect of America's Vietnam War. Format: seminar. Evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper.

Enrollment limit: 15 (expected: 10-15). Preference given to advanced History majors.

Group F

Hour: 1:10-3:50 W

CHAPMAN

HIST 466 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A. (Same as American Studies 364) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist466.php)

DALZELL

HIST 471 Comparative Latina/o Migrations (Same as Latina/o Studies 471) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(See under LATS 471 for full description.)

WHALEN

ADVANCED SEMINARS: TRANSNATIONAL/COMPARATIVE (472-479)

HIST 475 Modern Warfare and Military Leadership (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hist/hist475.php)

WOOD

HIST 476 Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as Religion 217) (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/hist/hist476.php)

BERNHARDSSON

ADVANCED TUTORIALS (480-492)

These are advanced reading and writing courses that offer an in-depth analysis of a topic in a tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

HIST 480T Historical Narratives of the Israeli-Palestinian Conflict (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(www.williams.edu/Registrar/catalog/depts/hist/hist480.php)

BERNHARDSSON

HIST 481T(S) The American Revolution, 1763-1798: Meanings and Interpretations (W)

During the second half of the eighteenth century, the political, social, and demographic landscape of eastern North America underwent dramatic transformations. If many of the characters and events marking the transition of the region from a cluster of thirteen colonies to the first republic of the western hemisphere are quite familiar to most Americans, the movement to independence and the creation of the United States have been the subject of complex and sometimes contentious historical interpretations. This tutorial will explore the ideological, economic, political, and cultural causes and consequences of the American Revolution, from the emergence of increasing tensions between Great Britain and its North American colonies to the attempts of the United States government to limit political expression and immigration in the new nation. Through the close reading of some of the most significant scholarship of the period, we will seek to understand how a multitude of historical actors of varied social, economic, religious, and ethnic backgrounds made and shaped the famous political, military, and constitutional struggles of the Revolutionary Era. By the end of this tutorial, students will have engaged and debated some of the most important historiographical assessments of the Revolutionary Era. In their final assignment, students will be equipped to provide an erudite and personal answer to the most important question of all: How revolutionary was the Revolution?

Format: tutorial. Requirements: once a week for about an hour, student will meet with the instructor in pairs. During our sessions, students will alternatively present orally or critique a written essay of seven double-spaced pages on a topic assigned by the instructor. At the end of the semester, students will be asked to write a final paper assessing the revolutionary nature of the American Revolution.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preferences to History majors. Open to all.*

Groups F and G

Tutorial meetings to be arranged.

AUBERT

HIST 482T(S) Fictions of African-American History (W)

This course examines the form and function of African-American historical narratives with attention to written texts pertaining to the enslavement and freedom of African Americans during the nineteenth and early twentieth century. The lack of documentary material pertaining to this history has made the task of reading and interpreting African American experience particularly challenging. By crossing generic and disciplinary boundaries, students will take up the task of reading African-American history while attending to the difficulties such a task raises. To do so, we will read both historical and fictional narratives that raise explicitly the problems of writing African-American history.

In the first part of the course, we will discuss selected texts (fiction, narrative, and historiography) from the ante-bellum era in order to schematize the literature of slavery. In the second half of the course, we will take up the discourse of freedom that followed the Emancipation Proclamation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Harriet Wilson, Paul Laurence Dunbar, Sutton Griggs. In addition, we will read historiography on African American slavery, freedom, and urbanization.

Format: tutorial.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to History majors and Africana Studies*

History

concentrators.

Group F

Tutorial meetings to be arranged.

LONG

HIST 483T African Political Thought (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist483.php)

MUTONGI

HIST 486T Historical Memory of the Pacific War (Same as Japanese 486T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist486.php)

SINIAWER

HIST 487T(F) The Second World War: Origins, Course, Outcomes, and Meaning (W)

1991 marked the fiftieth anniversaries of the Nazi invasion of Russia and the Japanese attack on Pearl Harbor. Though war had come to Europe as early as 1939, when Germany invaded Poland, after 1941 the war became a truly global conflict of unprecedented extent, ferocity, and destructiveness. As late as 1943 it still appeared that the Axis powers might win the war. But, by the end of the 1945, the bombed-out ruins of Germany and Japan were occupied by the Allies, who were preparing to put the surviving Axis leaders and generals on trial for war crimes. This tutorial will concentrate on a number of important questions and issues which arise from a study of World War II. What were the origins of this central event of the twentieth century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different?

Many of the topics examined will also have to deal with important questions of human responsibility and with the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Pearl Harbor fiasco? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified?

By the end of the tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war. Students will also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved in the war. Format: tutorial. Requirements: each student will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor. Students not presenting an essay have the responsibility of critiquing the work of their colleague. The tutorial will culminate in a final written exercise.

No prerequisites. Enrollment limit: 10 (expected: 10). Open to all.

Group C

Tutorial meetings to be arranged

WOOD

HIST 489T(F) The Rise and Fall of the Ottomans and the Emergence of Modern Turkey (W)

This tutorial is designed to provide an in-depth look at some of the major topics in Turkish history and historiography, including the origins of the Ottomans; the factors which drove and enabled their almost uninterrupted growth from a small Anatolian principality to empire; the features of Ottoman government and society which underpinned the empire's longevity; the question of how to define the concept of Ottoman "decline" and to identify the steps by which "the Terror of the World" of the sixteenth and seventeenth centuries became "the Sick Man of Europe" in the nineteenth; the nature and effectiveness of the Ottomans' attempts, often under pressure from the West, to reform themselves; the emergence of Greece and modern states in the Balkans; and the collapse of the empire just after the First World War. Attention will also be paid to the background to the emergence of the modern nation state of the Republic of Turkey and its early years under Mustafa Kemal Atatürk.

Format: tutorial. Requirements: 6- to 7-page essay every other week and in-class oral critique every other week during the weekly, one-hour meeting of tutorial pairs with the instructor.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to senior and then junior History majors.

Groups C, E and G

Tutorial meetings to be arranged

REPP

HIST 491T(S) Political Islam: Past, Present, Future (D) (W)

Why have Islamist movements become so powerful in the last 30 years? What are their real political goals? Is political Islam a rejection of modernity, a reaction to Western culture, or an ideology aimed at specific political objectives? Does the rise of political Islam herald an inevitable "clash of civilizations" with the West, or can Islam and the West peacefully co-exist? Questions such as these have become increasingly urgent since September 11.

This course will examine the emergence, development, and substantive content of Islamist political movements in the twentieth century. The tutorial focuses upon the emergence of Islamist movements within distinctive political, economic, social and cultural conditions in the Middle East. It will juxtapose analytical readings on specific states or aspects of the Islamic trend with the writings of Islamists and other primary sources. We will look both at Islamist movements active in single states, the wider phenomenon of transnational Islamist politics, and the theoretical and philosophical issues raised by the rise of Islamist movements, to consider both similarities and diversity in Islamic politics. The object of the course is to understand Islamist movements on their own terms, and to be able to make informed judgments about the future of international politics. Because of its comparative approach and its concerns with power and privilege this course is part of the Exploring Diversity Initiative.

Format: tutorial. Requirements: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester.

Enrollment limit: 10 (expected: 10). Preference given to History majors and to those who have taken History 207 or other courses on the Middle East.

Group E

Tutorial meetings to be arranged.

BERNHARDSSON

HIST 492T(S) Revolutionary Thought in Latin America (W) (D)

Throughout Latin America revolution has been a focus of political and social thought—as well as political organizing and armed initiatives—since the late eighteenth century and continues to be so, albeit in changed form, today. This course will examine the trajectory of various types of revolutionary theory in Latin America, from the anti-colonial and anti—white thought behind massive Andean uprisings in the 1780s to efforts to win national sovereignty and to construct socialist or other revolutionary states in modern Mexico, Guatemala, Cuba, and Nicaragua, and, more recently, to put more racially-, ethnically-, and gender-oriented notions of social justice into place. We will work to measure the impact of revolutionary thought as well as to tease out the internal tensions in the utopian ideals that revolutionaries have implicitly or explicitly pursued. We will also weigh the impact of more strictly intellectual currents and of geopolitical concerns on the evolution of Latin American ideas of revolution. This course will fulfill the requirements of the Exploring Diversity Initiative by comparing and analyzing divergent theorizations of history and society, as well as the contexts in which such theories emerged and to which we might or might not choose to apply them. A central aim of the course will be to compare the formation of revolutionary initiatives across national and chronological boundaries.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present a 5- to 7- page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Evaluation will be based on written work and analysis of their partner's work.

No prerequisites. Enrollment limit: 10 (expected: 10). Open to all. Preference given to History majors.

Group D

Tutorial meetings to be arranged.

KITTLESON

THE THESIS AND INDEPENDENT STUDY (493-499)

HIST 493(F) Senior Honors Thesis—Research 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 W31 and HIST 494, performance in fall semester will figure into the thesis grade calculated at the end of the year. The quality of a student's performance in the colloquium segment of History 493, as well as his or her performance in all aspects of the May colloquium at which theses are presented and critiqued, will be figured into the overall grade the student is given for History 493-494 and the departmental decision to award *Honors* or *Highest Honors* at Commencement.

Enrollment limited to senior honors candidates.

Hour: 2:35-3:50 TF

WATERS

HIST 494(S) Senior Honors Thesis—Writing Seminar

This seminar is a continuation of HIST 493 and is required of all senior honors thesis writers. Students will meet to discuss draft thesis chapters and prepare for the departmental Honors colloquium in May at which theses will be presented and assessed.

Enrollment limited to senior honors candidates.

Hour: 2:35-3:50 TF

WATERS

HIST 497(F), 498(S) Independent Study

HISTORY OF SCIENCE

(Div. II & III, see course descriptions)

Chair, Professor DONALD deB. BEAVER

A major in the History of Science is not offered, but the occasional Contract Major in it or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

The following will serve as examples: the 101 course is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. *Scientific Revolutions* (HSCI 224) deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. History of Science 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

HSCI 101(S) Science, Technology, and Human Values (Same as Science and Technology Studies 101)

A study of the natures and roles of science and technology in today's society, and of the problems which technical advances pose for human values. An introduction to science-technology studies. Topics include: scientific creativity, the Two Cultures, the norms and values of science, the Manhattan Project and Big Science, the ethics and social responsibility of science, appropriate technology, technology assessment, and various problems which spring from dependencies engendered by living in a technological society, e.g., computers and privacy, automation and dehumanization, biomedical engineering.

Format: seminar. Requirements: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams.

No prerequisites. Enrollment limit: 20.

Satisfies one semester of the Division II requirement.

Hour: 10:00-10:50 MWF

D. BEAVER

History of Science, Interdisciplinary Studies

HSCI 224(S) Scientific Revolutions: 1543-1927 (Same as History 294)

How much does science create the sensibilities and values of the modern world? How much, if any, technical detail is it necessary to know in order to understand the difference between propaganda and fact? This course investigates four major changes of world view, associated with Copernicus (1543); Newton (1687); Darwin (1859); and Planck (1900) and Einstein (1905). It also treats briefly the emergence of modern cosmogony, geology, and chemistry as additional reorganizations of belief about our origins, our past, and our material structure. We first acquire a basic familiarity with the scientific use and meaning of the new paradigms, as they emerged in historical context. We then ask how those ideas fit together to form a new framework, and ask what their trans-scientific legacy has been, that is, how they have affected ideas and values in other sciences, other fields or thought, and in society. Knowledge of high-school algebra is presupposed.

Format: lecture/discussion. Evaluation will be based on five problem sets, four short papers (3-5 pages), and two hour exams.

Enrollment limit: 30. 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 (2-3 pages), and two hour exams.

No prerequisites. Enrollment limit: 15. Open to first-year students.

Satisfies one semester of the Division II requirement.

Hour: 1:10-2:25 MR

D. BEAVER

HSCI 320 History of Medicine (Same as History 293) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/hsci/hsci320.php)

D. BEAVER

HSCI 336 Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under ASTR 336 for full description.)

J. PASACHOFF

HSCI 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and Leadership Studies 338) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under ASTR 338 for full description.)

J. PASACHOFF

HSCI 497(F), 498(S) Independent Study

COURSES OF RELATED INTEREST

Philosophy 209	Philosophy of Science
Philosophy 210	Philosophy of Medicine
Philosophy 334	Philosophy of Biology
Sociology 368	Technology and Modern Society

INTERDISCIPLINARY STUDIES PROGRAM

(Div. II, with some exceptions as noted in course descriptions)

Chair, Professor PETER JUST

Advisory Committee: Professors: DARROW, JUST, ZIMMERBERG**. Associate Professor: CRUZ.
Assistant Professor: HAMMERSCHLAG.

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty and student efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern.

EXPR 245(S) (Re)presenting Sex: Shakespeare on Page and Stage (Same as Theatre 245)

This experimental course approaches the question of how sex and sexual identity are portrayed in Shakespeare from two different directions—close reading focused on the page and acting centered on the stage. These two critical modes—reading the text versus performing the script—are often treated in compartmentalized fashion as separate, even incompatible activities. Our goal is to take up the challenge of bringing the two perspectives together within the framework of a single, integrated course. The teaching method is to bridge the gap between the two modes not by magically dissolving, but by actively engaging, the tensions between them. For example, no performance can include all the possible interpretations; performance decisions raise questions about what alternatives have been left out. Similarly, when all interpretive possibilities are held in imaginative suspension, the specifics of bodily movement and face-to-face interaction whose meanings emerge when enacted are lost.

We propose to put the two orientations in a productive and innovative dialogue that enables students to experience the tension from both sides, to articulate the opportunities and limits of each side, and to combine their respective

Interdisciplinary Studies

strengths.

The mix of assignments (papers and scene work) will vary depending on whether students designate themselves as primarily “scholars” or “actors,” but some overlap will be built in to ensure that “scholars” gain understanding of acting and “actors” gain access to scholarship. All students will be expected to demonstrate versatility in traversing the full spectrum from interpretation through reading to interpretation through performance.

The specific topic that will bring these theoretical issues into focus is the matter of sex and sexual identity, as illuminated through the analysis of language, psychology, and theatrical embodiment. Six plays will be studied in depth: *The Merchant of Venice*, *Twelfth Night*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Winter's Tale*. Format: lecture/discussion, with additional periods set aside for scene presentation. Evaluation will be based on several short papers, plus a final exam. All students will take the final: “scholar” students will have rigorous expectations in the writing of papers; “actor” students will have intensive (graded) performance expectations.

No prerequisites. *Enrollment limit: 15-20 (expected: 15). Preference if over-enrolled: permission of instructors. Students wishing to enroll as Acting Students should consult with instructors.*

Satisfies one semester of the Division I requirement.

Hour: 11:20-12:35 TR

BAKER-WHITE, ERICKSON

EXPR 261(S) Dance: Bodies in Latina/o Motion (Same as Africana Studies 261, Latina/o Studies 261, and Theatre 261)

(See under LATS 261 for full description.)

JOTTAR

EXPR 309(F) Exploring Creativity (Same as ArtS 309, Mathematics 309, Music 309 and Philosophy 307)

This course centers on the creative process involved in generating original ideas, theories, and artistic works. Here, in three-week blocks, we will explore intensively the creativity involved in studio art, philosophy, music, and mathematics by attempting to produce original works in each of these areas of study. Our focus will be more on the creative process rather than the final products. Students will be encouraged to take risks, experiment, push their imaginations beyond their limits, and explore consequences of failed attempts. Questions with which we will struggle include: What constitutes art, music, philosophy, and mathematics? How can we judge the quality and aesthetics within these areas? What are the similarities and differences in the act of creating within these seemingly disparate contexts? Can we become more creative by intent?

Format: Primarily student led discussions and hands-on “studio” work. Evaluation will be based on presentations, participation, short papers, and projects.

Prerequisites: permission of the instructor. As this course is designed to be an exploration into unfamiliar intellectual worlds, students with expertise in one or perhaps two of the areas (art, music, philosophy, and mathematics) are especially encouraged to participate. *Enrollment limit: 12 (expected: 12). Preference will be given to juniors and senior majors of at least one of these areas.*

Satisfies one semester of the Division I, II or III requirement. Each student may choose the division for which he or she wishes credit. *Does not count toward the art major.*

Hour: 1:10-3:50 W and noon-12:50 p.m. F

Instructor: E. BURGER (Mathematics)

Faculty Advisors: W. Dudley (Philosophy); M. Glier (Studio Art); I. Perez Velazquez (Music)

EXPR 497(F), 498(S) Independent Study

INTR 110 Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as International Studies 101 and Political Science 258) (Not offered 2008-2009; to be offered 2009-2010)

(See under INST 101 for full description.)

DARROW and MACDONALD

INTR 103 (formerly AFR 400) Race, Culture, and Incarceration (Same as Political Science 103) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/intr/intr103.php)

JAMES

INTR 150(S) Dimensions of Public Health

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. The field of public health relies on contributions from multiple disciplines, including economics, philosophy, biology, sociology and political science, among others. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual and social choice with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, both historical and contemporary, including, for example, the Chicago cholera epidemic, malaria control/eradication efforts, HIV, and women's reproductive health. Throughout our study of these cases, we will focus on key questions at the heart of public health. For example, what is effective public health policy and how can we measure its effectiveness? How do we reconcile competing moral and economic claims in shaping such policy? How do our fundamental beliefs and understanding of mortality determine our approach to public health decisions? How are these decisions made?

Format: lecture/discussion. Evaluation will be based upon three 5-page papers, one 10-page paper, and the quality of contributions to class discussion.

No prerequisites. *Enrollment limit: 25 (expected: 20). Preference given to first-year students and sophomores.*

Hour: 1:10-2:25 TF

PEDRONI and SHORE-SHEPPARD

INTR 160(F) Mathematical Politics: Voting, Power, and Conflict (Same as Mathematics 175) (Q)

(See under MATH 175 for full description.)

PACELLI

Satisfies one semester of the Division III requirement.

INTR 223 Image, Imaging and Imagining: The Brain and Visual Arts (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/intr/intr223.php)

ZIMMERBERG

Interdisciplinary Studies

INTR 225 Natural History of the Berkshires (Same as Biology 225 and Environmental Studies 225)
(Not offered 2008-2009; to be offered 2009-2010)
(See under BIOL 225 for full description.)
Satisfies one semester of the Division III requirement.

ART

INTR 226 Black Women in National Politics, 1964-2004 (Same as Political Science 226 and Women's and Gender Studies 226) (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/intr/intr226.php)

JAMES

INTR 230(F) Prelude to Revolt: The Life and Work of Martha Graham

The revolutionary dance work of Martha Graham (1894-1991) has been compared to the artistic innovations of Picasso and the musical genius of Stravinsky. The study of Graham's development within the American cultural climate over the last decade, including her influence on the dancers and actors she trained, and her collaborations with musicians and artists, informs our understanding of the modern performance culture of today.

This course will be comprised of two elements: 1) Historic Evolution: An overview of modern dance from its roots in 1900 to the present, we will focus on the development of Graham's dance theory from her days with Denishawn to her later years, while also studying the work of her contemporaries, and her influence on artists who studied with her. 2) Dance Technique: an intensive introduction to major principles of the Graham Technique as a tool for the development of the performer in any medium. Required reading: *Time and the Dancing Image* by Deborah Jowitt (1988); *Spaces of the Mind*, Robert Tracy (2004); *Martha: The Life and Work of Martha Graham* by Agnes de Mille (1991). Videos on reserve.

Format: studio and seminar. Evaluation for the course will be based on completion and quality of each of the requirements, including term paper, performance critique paper, weekly journal, practicum exam, discussion of reading and video assignments, and active participation in studio exercises.

Enrollment limit: 19 (expected: 15). Preference given to students with some experience with dance/theatre.

Satisfies one semester of the Division I requirement.

Hour: 11:00-12:15 MWF

DANKMEYER

INTR 252(F) The Human Image: Photographing People and Their Stories (Same as Arts 252)

The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We'll start by exploring self-portraiture, and progress to photographing others—both familiars and strangers, in the studio and in less controlled environments. We'll end with a consideration of "documentary" photography and other visual narratives. In each case, we'll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school-supplied digital cameras, and later have the option of using film. Lab fee: \$100-150.

Format: Studio/lecture. Requirements: Students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester.

Prerequisites: Students from all disciplines are welcome. Previous photography experience is desirable, but not essential. Students are strongly encouraged to contact the instructor if they have questions about course requirements. *Enrollment limit: 12 (expected: 12). Preference to upper class students.*

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

B. GOLDSTEIN

INTR 287 African Music: Interdisciplinary Studies (Same as Music 233 and Africana Studies 250)

(Not offered 2008-2009; to be offered 2009-2010)

(See under MUS 233 for full description)

Satisfies one semester of the Division II requirement if taken as INTR 287.

E. D. BROWN

INTR 290(S) The Philosophy and Economics of Higher Education (Same as Economics 214 and Philosophy 290) (W)

(See under PHIL 290 for full description.)

DUDLEY and SCHAPIRO

INTR 309T (formerly AAS 400) Racial-Sexual Politics and Cultural Memory (Same as Women's and Gender Studies 309) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/intr/intr309.php)

JAMES

INTR 313T (formerly AFR 323T) The Origins of Totalitarianism (Same as Philosophy 313T and Political Science 313T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/intr/intr313.php)

JAMES

INTR 315 Computational Biology (Same as Computer Science 315 and Physics 315) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(See under PHYS 315 for full description.)

Satisfies one semester of Division III requirement.

AALBERTS

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

(See under ANTH 391 for full description.)

JUST

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

INTR 461T(F) Writing about Bodies (Same as Arth 461 and Women's and Gender Studies 461) (W)

(See under ARTH 461 for full description.)

OCKMAN

INTERNATIONAL STUDIES (Div. II)

Chair, Professor WILLIAM R. DARROW

Advisory Committee: Professors: D. GOLLIN, CAPRIO, CASSIDAY, CRANE, DARROW, KUBLER, MAHON, MUTONGI, A. V. SWAMY. Associate Professors: BANTA, BERNHARDSSON. Visiting Professor: KISAMBA-MUGERWA.

In this era of cultural, technological and economic globalization and also of pressing international crises including environmental degradation, poverty and underdevelopment, terrorism and pandemics, knowledge of the world beyond the United States is an essential part of the liberal education that is the goal of the Williams experience. Both within and outside the classroom the College provides a rich array of opportunities to pursue that goal. The International Studies Program is designed to increase awareness of those opportunities and to provide a centralizing mechanism to encourage gaining such knowledge with perspectives that are cross disciplinary and comparative.

The program administers a number of tracks that provide students with the opportunity to pursue study of one area of the world or theme as a way of complementing the work they have done in their majors. Students will be expected to take courses in at least two departments to fulfill the requirements of a track. In addition to completing International Studies 101, they will be expected to do five courses in a track including an approved senior exercise. Students may not count a course toward more than one track in the program. They may pursue two tracks but will need to meet the course requirements for each track with a full complement of courses.

TRACKS

Tracks are of two kinds. The first type focuses either on a particular region of the world or a contact zone where several cultural traditions encounter each other. The second type is organized thematically and will explore a cultural, political, economic or technological issue globally. Each track will be administered by faculty teaching in that track in consultation with the steering committee. Each track may set an additional requirement of a level of language competency for its concentrators. Each track may also require one of the elective courses to be comparative, i.e. course that might not cover material directly dealing with their area, but would enrich the student's experience with tools for comparative inquiry. At present the program consists of the following tracks:

Area Tracks

African Studies
East Asian Studies
Latin American Studies
Middle Eastern Studies
Russian and Eurasian Studies
South and Southeast Asia Studies

Thematic Tracks

Borders, Exile and Diaspora Studies
Economic Development Studies
Global Health

To complete a track, students must take a section of International Studies 101, complete five additional approved courses within the track, attend the weekly International Studies colloquium and complete a senior exercise. Credit for work done on study abroad will likely provide one or more of the electives for many concentrators.

International Studies 101

All students wishing to pursue the program should take a section of International Studies 101 early in their careers. These courses will usually be team taught. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of having a broad range of disciplinary tools available to pursue an individual track. On occasion students may petition to substitute a course equivalent in scope to International Studies 101 to meet this requirement.

Study Abroad and Internships

Study abroad and/or overseas internships are an essential component of International Studies. The program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. One or more courses completed on an approved study abroad program can be counted toward the five elective courses requirement.

Colloquium

Concentrators will be expected to attend fifteen sessions of the International Studies colloquia in their senior year, and are urged to do so throughout their careers at Williams. We hope that it will become a regular event for all concentrators. The colloquium meets weekly at the Center for Foreign Languages and Cultures and is designed to feature faculty, students, CDE fellows and outside speakers addressing issues of wide interest to those in International Studies.

Senior Exercise

All concentrators must also complete a senior exercise. This will be a substantial piece of writing (20-25 pages) that would allow a student to draw together both their disciplinary skills and expertise in a particular area. It might be work done either in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the International Studies program. In both cases it would culminate in a public presentation by each concentrator of his/her work in class or in the context of the International Studies Colloquium.

Honors

A candidate for honors in International Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete her/his project in a semester

International Studies

(and Winter Study). An honors candidate will prepare a forty page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in International Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

INST 101 Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as INTR 110 and Political Science 258) (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/inst/inst101.php) DARROW and MACDONALD

INST 101(F) Asia and the World (Same as Asian Studies 201 and Political Science 100)
Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.
Format: predominately lecture. Requirements: two short papers and a final exam.
No prerequisites. Enrollment limit: 60 (expected: 60).
Hour: 9:55-11:10 TR, 1:10-2:25 MR CRANE

INST 101(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 216 and Religion 236)
The collapse of the Soviet Union, the recognition of untapped mineral wealth, and Islamic resurgence have all led to an increased focus on Central Asia and its neighbors, Russia, China, the Middle East. This course will be an introduction to the Caucasus, the Central Asian Republics, Xinjiang and Mongolia and the interests of their neighbors, including now the United States in those areas. This will be a lecture course that will introduce the salient themes and issues that are necessary for understanding these areas. The course will inevitably be deeply comparative focusing on themes of "the clash of civilizations," the construction of national identities, notions of ethnicity and the treatment of ethnic minorities, resurgent religious movements, and the relation of state and civil society. This course will also function as an introduction to doing social scientific research on these areas and special attention will be devoted to the preparation of a research paper.
Format: lecture/discussion. Requirements: weekly responses, three short essays (4-6 pages), and one research paper (12-15 pages).
No prerequisites. Enrollment limit: 30 (expected: 15). Preference given to first-year students and sophomores.
Hour: 1:10-2:25 MR DARROW

INST 201(S) Agriculture and Development Strategy (Same as Economics 212, Environmental Studies 212 and Economics 512)
This course examines the role of agriculture in the development process, and the effects of government policy on the agricultural sector. We will focus on smallholder agriculture in Africa, and we will particularly examine the role of agricultural development in poverty alleviation and food security. Among other topics to be considered will be land tenure arrangements and their impact on land, forest, and water management; the role of commercialization; and the impacts of trade and globalization.
Format: lecture/discussion. Requirements: multiple 5- to 8-page papers, plus occasional assignments based on readings. One long paper may be substituted for the short paper.
Prerequisites: This class will use the language of economics, but there is no formal prerequisite. Enrollment limit: 19 (expected: 12-14). Preference given to International Studies concentrators.
Hour: 8:30-9:45 TR GOLLIN and KISAMBA MUGERWA

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

INST 402(S) Senior Seminar in International Studies
This course is open to concentrators in all tracks who will not be able to meet the senior exercise requirement in another context. This will be a shared team taught research seminar that will culminate in the completion of a final research paper (20-25 pages). The seminar will meet jointly for the first four weeks to explore issues in the field of International Studies. This will be followed by four weeks of individual research developed in consultation with appropriate faculty followed in the last four weeks by the presentation of that research.
Satisfies one semester of Division II requirement.
Hour: TBA DARROW

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

AREA TRACKS

African Studies

African Studies 140/Comparative Literature 218/English 250 Revolutionary African Literature
Africana Studies 200 Introduction to Africana Studies
Africana Studies 250/INTR 287/Music 233 African Music: Interdisciplinary Studies
Africana Studies 403/Comparative Literature 361/Women's and Gender Studies 364 Women Writing Africa
Africana Studies 404/Comparative Literature 347/English 348 Imagining Africa
Anthropology 252/Africana Studies 252 Cultures and Societies of Sub-Saharan Africa
Anthropology 253/Africana Studies 253 Popular Culture in Africa
Anthropology 370/Women and Gender Studies 370 Gender and Social Change in Modern Africa
ArH 200/Africana Studies 201 Modern and Contemporary African Art
ArH 214/Africana Studies 214 Arts of Africa
Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
Economics 204/Environmental Studies 234 Economic Development in Poor Countries

International Studies

French 111 Introduction to Francophone Literature: Roots, Families, Nations
 History 103 The City in Africa: Accra, Nairobi, and Johannesburg
 History 202 Early-African History Through the Era of the Slave Trade
 History 203 Sub-Saharan Africa Since 1800
 History 303 Post-Apartheid South Africa
 History 304 South Africa and Apartheid
 History 308 Gender and Society in Modern Africa
 History 402T African Political Thought
 Music/Africana Studies 235 African Rhythm, African Sensibility
 Political Science/Africana Studies 256 Politics of Africa
 Political Science/Africana Studies 350 Government and Politics in Zimbabwe

East Asian Studies

ArtH 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha
 ArtH 270 Japanese Art and Culture
 ArtH 274 Chinese Calligraphy: Theory and Practice
 ArtH 376 Zen and Zen Art
 ArtH 410 Feminine Imagery in Chinese Art and Literature
 Asian Studies 201/International Studies 101/Political Science 100 Asia and the World
 Chinese 219 Popular Culture in Modern China
 Chinese 223/Anthropology 223 Ethnic Minorities in China: Past and Present
 Chinese 224/Comparative Literature 220/History 315 Cultural Foundations: The Literature and History of Early China
 Chinese 235/Comparative Literature 235 China on Screen
 Chinese 251T/Comparative Literature 256T/History 215T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China
 History 117 Clash of Empires: China and the West, 1800-1900
 History 119 The Japanese Empire
 History 212 Transforming the "Middle Kingdom": China, 2000 BCE-1600
 History 213 Modern China, 1600-Present
 History 218/Asian Studies 218/Japanese 218 Modern Japan
 History/Women's and Gender Studies 319 Gender and the Family in Chinese History
 History/Japanese 321 History of U.S.-Japan Relations
 History/Leadership Studies 389 The Vietnam War
 Japanese 252/Comparative Literature 252 The Masks of Japanese Literature
 Japanese 254/Comparative Literature 264 Japanese Literature and the End of the World
 Japanese 255/Comparative Literature 250 Love and Death in Modern Japanese Fiction
 Japanese 256/Comparative Literature 266 Confession and Deception in Japanese Literature
 Japanese 260/Comparative Literature 261 Japanese Theatre and its Contemporary Context
 Japanese 276/Comparative Literature 278 Premodern Japanese Literature and Performance
 Music 126 Musics of Asia
 Political Science 245/Asian Studies 245/History 318 Nationalism in East Asia
 Political Science 247 Political Power in Contemporary China
 Political Science 345 Political Leadership in Ancient Chinese Thought
 Religion 251 Zen Buddhism: History and Historiography
 Religion/Asian Studies 250 Scholars, Saints and Immortals: The Religious Life in East Asia
 Religion 256/Women and Gender Studies 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism
 Religion 257 Gods and Demons in East Asian Religion
 Religion 259/History 214 Japanese Religions and the State

Latin American Studies

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America
 Anthropology 216 Indigenous Peoples of Latin America
 History/Women's and Gender Studies 147 Women and Men in Twentieth-Century Latin America
 History 148 The Mexican Revolution: 1910 to NAFTA
 History 242 Latin America From Conquest to Independence
 History 243 Modern Latin America, 1822 to the Present
 History/Africana Studies 248(F) History of the Caribbean: Race, Nation, and Politics
 History 249 The Caribbean From Slavery to Independence
 History 342 Creating Nations and Nationalism in Latin America
 History 343 Gender and History in Latin America
 History 346 History of Modern Brazil
 History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households
 History 443 Slavery, Race, and Ethnicity in Latin America
 Music 230 Seminar in Caribbean Music
 Political Science 222 The United States and Latin America
 Political Science 346 Mexican Politics
 Political Science 349T Cuba and the United States
 Political Science 351 The New Left and Neoliberalism in Latin America
 Spanish 200 Latin-American Civilizations
 Spanish 203 From Modernismo to El Boom de la Novela
 Spanish 204 Icons and Imaginaries: Culture and Politics in Latin America

International Studies

Spanish/Comparative Literature 205 The Latin-American Novel in Translation
Spanish/Comparative Literature 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America
Spanish 308 Foundations of Latin American Literature: Colonialism and Post-Coloniality
Spanish 403 Literature and the Body Politic: Space, Power and Performance in Latin America

Middle Eastern Studies

Anthropology 224 Morality and Modernity in the Muslim Middle East
Anthropology 346 The Afghan Jihad and its Legacy
ArtH 220 The Mosque
ArtH 278 The Golden Road to Samarkand
ArtH 472 Forbidden Images?
Comparative Literature/Arabic 228 Introduction to Modern Arabic Literature in Translation
Comparative Literature 233 Introduction to Classical Arabic Literature
Comparative Literature 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature
Comparative Literature 262 Outlaws and Underworlds: Arabic Literature of the Margins
History 111/Leadership Studies 150 Movers and Shakers in the Middle East
History 207 The Modern Middle East
History/Asian Studies 212 Transforming the "Middle Kingdom": China, 2000 BCE-1600
HIST 310 Iraq and Iran in the Twentieth Century
History 311 The United States and the Middle East
History 408 Archaeology, Politics, and Heritage in the Middle East
History 480T Historical Narratives of the Israeli-Palestinian Conflict
History 489T The Rise and Fall of the Ottomans and the Emergence of Modern Turkey
History 491T Political Islam: Past, Present, Future
Religion 230/Comparative Literature 260 Reading Reading: Introduction to the Qur'an and Islam
Religion 231/History 209 The Origins of Islam: God, Empire and Apocalypse
Religion 232/Women's and Gender Studies 232/History 309 Women and Islam
Religion 234 Shi'ism Ascendant?
Political Science 277 Political Islam
Spanish 271/Comparative Literature 265 The Interaction of Jewish, Islamic and Christian Cultures in Early Modern Spain

Russian and Eurasian Studies

History 240 Muscovy and the Russian Empire
History 241 The Rise and Fall of the Soviet Union
Religion 236/History 211 The Greater Game? Central Asia and Its Neighbors: Yesterday, Today and Tomorrow
Russian/Comparative Literature 203 Nineteenth Century Russian Literature in Translation
Russian/Comparative Literature 204 Revolution and Its Aftermath: Russian Literature Since 1900
Russian 206 Topics in Russian Culture: Feasting and Fasting in Russian History
Russian/Comparative Literature 222 The Russian Short Story
Russian/Comparative Literature 275 Russian and Soviet Film in Retrospect
Russian 303 Russia in Revolution
Russian/Comparative Literature 305 Dostoevsky and His Age
Russian/Comparative Literature 306 Tolstoy and His Age
Russian 307 Music and Nineteenth Century Russian Literature
Russian 402 Soviet Satire

South and Southeast Asia Studies:

Anthropology 233/Asian Studies 233/Religion 249 Spiritual Crossroads: Religious Life in Southeast Asia
Economics 240T Colonialism and Underdevelopment in South Asia
Religion 241 Hinduism: Construction of a Tradition
Religion 245 Tibetan Civilization
Religion/Women's and Gender Studies 246 The Gendering of Religion and Politics in South Asia
Religion 302/Anthropology 392/Women and Gender Studies 325 Religion and Reproduction
Sociology 327/Asian Studies 327 Violence, Terrorism and Collective Healing
Sociology 345/Asian Studies 345/History 392 Producing the Past

THEMATIC TRACKS

Borders, Exile and Diaspora Studies:

Africana Studies 160/Comparative Literature 214/English 251 Defining the African Diaspora
American Studies 236 South Asians in America
American Studies/Latina/o Studies/Theatre/Women's and Gender Studies 331 Sound and Movement in the Diaspora: Afro-Latin Identities
American Studies/Latina/o Studies 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making
Anthropology 365 Citizens and Civil Societies
English 146 Literature and Decolonization
English 332 Colonial Subjects
English 379/Comparative Literature 329 Contemporary World Novel
Comparative Literature 346 Questioning the Cultural Self in Literature
Comparative Literature 252/Jewish Studies 252 Writing after the Disaster: The Literature of Exile
History/Africana Studies 292 Africans in Europe: Slaves, Abolitionists, Artists, Intellectuals and Migrants in the Modern Era

International Studies

History 333 Twentieth-Century Europe from the Margins: Regions, Local Cultures and Borderlands in Comparative Perspective
 History 380 Comparative American Immigration History
 History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration and Households
 History 396 France In and Out of North Africa: Arab Nationalism, Islamic Fundamentalism and the Re-peopling of Europe
 History 443 Slavery, Race and Ethnicity in Latin America
 Latina/o Studies 105 Latina/o Identities: Constructions, Contestations, Expressions
 Latina/o Studies 203/ArtH 203 Chicano/a Film and Video
 Latina/o Studies 331/Africana Studies 331/American Studies 331/Theatre 331 and Women and Gender Studies 331 Sound and Movement in the Diaspora: Afro-Latin Identities
 Latino/a Studies 338/Comparative Literature 338 Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday
 Latina/o Studies 471/History 471 Comparative Latina/o Migrations
 Political Science 225 International Security
 Political Science 324 Genocide, Exile and Famine
 French 111 Introduction to Francophone Literature: Roots, Families, Nations
 Sociology 209 Social Stratification in a Changing World
 Sociology 235 Racial Boundaries, Ethnic Identities
 Sociology 336 Global Migration
 Sociology 345 Producing the Past
 Spanish 201 The Cultures of Spain

Economic Development Studies

Economics 204/Environmental Studies 234 Economic Development in Poor Countries
 Economics 215 International Trade, Globalization and Its Effects
 Economics 235 Urban Centers and Urban Systems
 Economics 358 International Economics
 Economics 360 International Monetary Economics
 Economics 365 Global Competitive Strategies
 Economics 369/512 Agriculture and Development Strategy
 Economics 467T Development Successes
 Economics 501 Development Economics I
 Economics 502 Institutions and Governance
 Economics 503 Public Economics
 Economics 505 Finance and Development
 Economics 507 International Trade and Development
 Economics 508 Development Finance
 Economics 509 Developing Country Macroeconomics
 Economics 513 Open-Economy Macroeconomics
 Economics 516 International Financial Institutions
 Environmental Studies 313 Global Trends, Sustainable Earth
 Political Economy 401 Politics of International Economy
 Political Science 102 Religion and Capitalism
 Political Science 229 Global Political Economy
 Political Science 327 The Global Politics of Development and Underdevelopment
 Religion 287 The Dynamics of Globalization: Society, Religion and the Environment

Global Health

Anthropology 321 Visualizing Health and Illness: Medical Ways of Knowing
 Biology 133 The Biology of Exercise and Nutrition
 Biology 313 Immunology
 Biology 315 Microbiology: Diversity, Cellular Physiology, and Interactions
 Chemistry 111 Fighting Disease: The Evolution and Operation of Human Medicines
 Chemistry 315 AIDS: The Disease and Search for a Cure
 Chemistry 341/Environmental Studies 314 Toxicology and Cancer
 Economics 230 The Economics of Health and Health Care
 Economics 368 The Economics of HIV/AIDS
 History of Science 320 History of Medicine
 INTR 150 Dimensions of Public Health
 Philosophy 210 Philosophy of Medicine
 Philosophy 212 Ethics and Reproductive Technologies
 Philosophy 213 Biomedical Ethics
 Philosophy 228 Feminist Bioethics
 Philosophy 229 Ethics and Genetics
 Philosophy 337 Justice in Health Care
 Political Science 316 Making Public Policy
 Sociology 265 Drugs and Society

JEWISH STUDIES (Div. II)

Chair, Professor STEVEN GERRARD

Advisory Committee: Professor: GERRARD. Associate Professor: S. FOX*. Assistant Professors: DEKEL*, GARBARINI**, HAMMERSCHLAG.

THE PROGRAM IN JEWISH STUDIES

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course.

Gateway Courses:

Jewish Studies 101/Religion 203 Judaism: Innovation and Tradition
Jewish Studies/Religion/Comparative Literature 201 The Hebrew Bible

Core Courses

Jewish Studies/Religion/Philosophy 204 Endtimes: Messianism in Modernity (W)
Jewish Studies/Classics/Religion 205/Comparative Literature 217 Ancient Wisdom Literature
Jewish Studies/Religion/Comparative Literature 206 The Book of Job and Joban Literature
Jewish Studies/Religion 207/Comparative Literature 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis
Jewish Studies/Religion/Comparative Literature 209 The Legend of the Wandering Jew
Jewish Studies/History 230 Modern European Jewish History 1789-1948
Jewish Studies/History 232 Nostalgia in Jewish Thought, Literature, and Art
Jewish Studies/Religion 280/Philosophy 282 The Turn to Religion in Post-Modern Thought (W)
Jewish Studies/History 338 The History of the Holocaust
Jewish Studies/Comparative Literature 352 Writing after the Disaster: The Literature of Exile
Jewish Studies/History 482T Memory, History, and the Extermination of the Jews in Europe

Electives

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In a core course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

[Comparative Literature 232 European Modernism]
[German 301T German Studies, 1770-1830]
German 202 German Politics
German 302 German Studies, 1830-1900
[German 311 Freud and Kafka]
History 111 Movers and Shakers in the Middle East
[History 129 Blacks, Jews, and Women in the Age of the French Revolution]
History 207 Modern Middle East
History 225 The Middle Ages
[History 226 Europe from Reformation to Revolution]
[History 237 Modern France]
[History 239 Modern German History]
[History 311 The United States and the Middle East]
[Religion 270T Father Abraham: The First Patriarch]
Religion 271 Religion and the Modern Literary Imagination
Spanish 271 The Interaction of Jewish, Islamic, and Christian Cultures in Early Modern Spain

Capstone Course

Jewish Studies 491/Comparative Literature/Religion 309T Exile, Homecoming, and the Promised Land

Croghan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity. Past Croghan Professors have taught courses on the Mishnah (Shaye Cohen), the historical Jesus (John Dominic Crossan), and Ancient Mediterranean Religions (Ross Kraemer).

Jewish Studies, Latina/o Studies

Overseas Studies

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards on core requirement.

Funding

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

JWST 101(F) Judaism: Innovation and Tradition (Same as Religion 203) (D)

(See under REL 203 for full description.)

HAMMERSCHLAG

JWST 201 The Hebrew Bible (Same as Comparative Literature 201 and Religion 201) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 201 for full description.)

DEKEL

JWST 204 Endtimes: Messianism in Modernity (Same as Philosophy 204 and Religion 204) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under REL 204 for full description.)

HAMMERSCHLAG

JWST 205 Ancient Wisdom Literature (Same as Classics 205, Comparative Literature 217 and Religion 205) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 205 for full description.)

DEKEL

JWST 206 The Book of Job and Joban Literature (Same as Comparative Literature 206 and Religion 206) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under REL 206 for full description.)

DEKEL

JWST 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Comparative Literature 250 and Religion 207) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 207 for full description.)

DEKEL

JWST 209 The Legend of the Wandering Jew (Same as Comparative Literature 209 and Religion 209) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 209 for full description.)

DEKEL

JWST 230(S) Modern European Jewish History, 1789-1948 (Same as History 230)

(See under HIST 230 for full description.)

GARBARINI

JWST 280(F) The Turn to Religion in Post-Modern Thought (Same as Philosophy 282 and Religion 303) (W)

(See under REL 303 for full description.)

HAMMERSCHLAG

JWST 352 Writing after the Disaster: The Literature of Exile (Same as Comparative Literature 352) (Not offered 2008-2009)

(See under COMP 352 for full description.)

S. FOX

JWST 463(F) The Holocaust Visualized (Same as ARTH 463)

(See under ARTH 463 for full description.)

GRUDIN

JWST 491T(S) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Religion 289T) (W) (D)

(See under REL 289 for full description.)

HAMMERSCHLAG

LATINA/O STUDIES (Div. II)

Chair, Associate Professor ROGER KITTLESON *and*

Professor CARMEN WHALEN (*First Semester*)

Professor CARMEN WHALEN (*Second Semester*)

Advisory Committee: Professor: WHALEN***. Associate Professors: CHAVOYA, FRENCH, KITTLESON. Assistant Professors: CEPEDA*, JOTTAR, RUA, VARGAS*. Gaius Bolin Gellow: BENSON.

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

Latina/o Studies

THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required Courses

Latina/o Studies 105 Latina/o Identities: Constructions, Contestations, and Expressions

One of the following 400-level seminars:

Latina/o Studies/American Studies 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making

Latina/o Studies/American Studies 409 Tracing the Roots of Routes: Comparative Transnationalisms

Latina/o Studies/American Studies 464 Latina/o Visual Culture: Histories, Identities, and Representation

Latina/o Studies/History 471 Comparative Latina/o Migrations

Latina/o Studies/American Studies 481 Locating Latino Studies: Approaches to Latinidad

Two of the following core electives:

Latina/o Studies/ArtH 203 Chicana/o Film and Video

Latina/o Studies/Spanish 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production

Latina/o Studies/Music 232T Latin Music USA

Latina/o Studies/American Studies/Theatre/Women and Gender Studies 235/Comparative Literature 268 Latina/o Theatre and Performance, 1950-2000

Latina/o Studies/American Studies 240/Comparative Literature 210/Linguistics 254 Latina/o Language and Literature: Hybrid Voices in Contemporary Context

Latina/o Studies 241 Redefining the "Helping Hand:" Community-based Approaches to Latinas/os in the Northern Berkshires

Latina/o Studies/ArtH 258 Latina/o Installation and Site-Specific Art

Latina/o Studies/African Studies/EXPR/Theatre 261 Dance: Bodies in Latina/o Motion

Latina/o Studies/History 286 Latina/o History From 1846 to the Present

Latina/o Studies/American Studies 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers

Latina/o Studies/American Studies/Theatre 330 The Aesthetics of Resistance: Contemporary Latin American Theatre and Performance

Latina/o Studies/American Studies/African Studies/Theatre/Women's and Gender Studies 331 Sound and Movement in the Afro-Latin Diaspora

Latina/o Studies/American Studies 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies

Latina/o Studies/Comparative Literature 338/American Studies 339 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday

Latina/o Studies/American Studies 346/Comparative Literature 359 Latinos in/and the Media: From Production to Consumption

Latina/o Studies/History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households

Latina/o Studies/History/Women's and Gender Studies 387 Community Building and Social Movements in Latina/o History

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism

American Studies 356/Comparative Literature 272 Literature of the Americas: Dialogues in Historical Perspective

History 243 Modern Latin America, 1822 to the Present

History 248 History of the Caribbean

History 249 The Caribbean From Slavery to Independence

History 342 Creating Nations and Nationalisms in Latin America

History 343 Gender and History in Latin America

Latina/o Studies 221/African Studies 222/Music 220 Rhythm and Jazz in America, Brazil, and Cuba

Music 230 Seminar in Caribbean Music

Political Science 222 The United States and Latin America

Political Science 346 Mexican Politics

Political Science 349T Cuba and the United States

Spanish 200 (formerly 112) Latin-American Civilizations

Spanish/Comparative Literature 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America

Spanish 306T/Comparative Literature 302T Latino Writing: Literature by U.S. Hispanics

Comparative Race and Ethnic Studies

African Studies 160/Comparative Literature 214/English 251 Defining the African Diaspora

Africana Studies 200 Introduction to Africana Studies
 American Studies 403/Comparative Literature/English 375 New Asian American, African American,
 Native American and Latina/o Writing
 History/American Studies 368 Cultural Encounters in the American West
 History 380 Comparative American Immigration History
 Latina/o Studies 220/American Studies 221 Introduction to Urban Studies: Shaping and Living the City
 Latina/o Studies/American Studies/Religion 227 Utopias and Americas
 Latina/o Studies/Africana Studies/Sociology 229 Race, Ethnicity and Education in the USA
 Latina/o Studies/Theatre 230/Women and Gender Studies 368 Approaching Performance Studies
 Latina/o Studies/Theatre 375 Performance and Its Traces
 Latina/o Studies/American Studies/ArH 462 Art of California: "Sunshine or Noir"

THE DEGREE WITH HONORS

Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study. It may consist of a conventional research thesis of 40-70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:

- 1) Submit and earn approval of a project proposal in April of the junior year. The proposal should be no longer than 5 pages and should lay out the project's aim and methodology, identify the student's advisor for the work, and include evidence of competence in the necessary media for projects that include non-thesis forms.
- 2) Achieve a grade point average of at least 3.33 in LATS courses at the time of application.

Students admitted to the honors program must submit a 5-8 page revised proposal, with an annotated bibliography, by the second week of classes in the fall semester of her/his senior year. They should register either for LATS 493 in the fall semester and LATS 031 in Winter Study, or for LATS 031 in Winter Study and LATS 494 in the spring semester. These courses will be in addition to the 5 courses that make up the regular concentration.

STUDY ABROAD

Study abroad and other off-campus programs offer excellent opportunities for students to build on, and expand, the intellectual interests they develop as part of the Latina/o Studies concentration. Through their connections to various institutions in the U.S. and other nations, Latina/o Studies faculty can help place students in U.S. borderlands programs as well as programs in Mexico, Cuba, and other "countries of origin." Any student seeking to include courses as part of a concentration in Latina/o Studies should feel free to contact the Program chair or other faculty. A maximum of 1 course taken away from Williams can count (as an elective) toward the completion of the concentration.

LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions

What, or who, is a Hispanic or Latina/o? At present, individuals living in the United States who are classified as such number approximately 40 million, constituting the country's largest "minority" group. In this course, we will study the interdisciplinary field that has emerged in response to this growing population, as we focus on the complex nature of "identity." Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of (im)migration and the rearticulation of identities in the United States, as we compare each group's unique history, settlement patterns, and transnational activity. Identity is also a contested terrain. As immigrants and migrants arrive, the United States' policymakers, the media, and others seek to define the "newcomers" along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. In this light, we conclude the course with an exploration of these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins. Format: discussion. Evaluation to be based on student participation and several short papers (1-5 pages) throughout the semester.

No prerequisites. Enrollment limit: 25 (expected: 20-25). Preference given to Latina/o Studies concentrators.

Hour: 8:30-9:45 TR

RUA and CHAVOYA

LATS 203 Chicana/o Film and Video (Same as ArH 203) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/lats/lats203.php)

CHAVOYA

LATS 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as Spanish 209) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/lats/lats209.php)

CEPEDA

LATS 220(F) Introduction to Urban Studies: Shaping and Living the City (Same as American Studies 221)

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts

Latina/o Studies

include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Format: discussion. Evaluation will be based on class participation, group presentations and discussions, and 2 short essays (5-8 pages).

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to American Studies majors and Latina/o Studies concentrators.*

Hour: 1:10-2:25 MR

RÚA

LATS 227(S) Utopias and Americas (Same as American Studies 227 and Religion 227)

(See under REL 227 for full description.)

HIDALGO

LATS 229(F) Race, Ethnicity, and Education in the United States (Same as Africana Studies 229 and Sociology 229)

(See under AFR 229 for full description.)

GOSA

LATS 230(F) Approaching Performance Studies (Same as Theatre 230 and Women and Gender Studies 231)

Theatre, music, dance, performance art, community activism, public gatherings, sports, eating, and rituals all fall under the rubric of "performance." Performance studies is an interdisciplinary field that explores these types of live, embodied activities as cultural acts and as theoretical paradigms. This course is an introduction to performance studies and to its theoretical bases in anthropology, dramatic theory, poststructuralism, psychoanalytic theory, folklore, cultural studies, philosophy, feminist theory, and queer theory. We will devote particular attention to performances that reflect the complexity and diversity of race and ethnicity in the United States. In addition to reading and discussing theory, we will study local live and recorded performances. This course combines theory and practice in order to understand performance as a critical space. On the practical level, students are expected to attend three workshops with Professor Omar Sangare to experiment with their body, voice, and the stage. These workshops will provide the foundation for students' final performance. This course also serves as the introduction course for the Performance Studies Program.

Format: discussion. Requirements: several short writing assignments, attendance at live performances and workshops, final essay and final performance.

No prerequisites. *Enrollment limit: 15 (expected: 10). Preference to Latina/o Studies concentrators, and to Art and Theatre majors. Not open to first year students.*

Hour: 2:35-3:50 MR

JOTTAR

LATS 232T Latin Music USA (Same as Music 232T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under MUS 232 for full description.)

E. D. BROWN

LATS 235 (formerly 335) Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Theatre 235 and Women's and Gender Studies 235) (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/lats/lats235.php)

JOTTAR

LATS 240 Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240, Comparative Literature 210, and Linguistics 254) (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/lats/lats240.php)

CEPEDA

LATS 241 Redefining the "Helping Hand:" Community-based Approaches to Latinas/os in the Northern Berkshires (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/lats/lats241.php)

CEPEDA

LATS 258 Latina/o Installation and Site-Specific Art (Same as ArtH 258) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/lats/lats258.php)

CHAVOYA

LATS 261(S) Dance: Bodies in Latina/o Motion (Same as Africana Studies 261, Theatre 261, and EXPR 261)

This course is dedicated to the historical and practical study of four central forms of popular AfroLatina/o dance: Capoeira, a Brazilian martial art; Rumba, a Cuban popular dance and music event; Bomba, a traditional Puerto Rican dance; and Comparsa, a choreographed music ensemble that participates in carnivals. For each genre, students will do historical and ethnographic readings, and write a short essay. These will serve as the basis for dance workshops, which will be lead by guest dancers and choreographers. We will engage with dance practice as a site of knowledge transmitted via movement, gesture, dance, and music. The goal of this course is for students to learn and to integrate the history of each genre via embodiment: in other words, to understand the history of the body's motion and gesture. The course includes a fieldtrip(s) to New York City and the learning of basic rhythms. The course culminates in a public Carnival, drawing on students' final research on Cuban, Puerto Rican and Dominican comparsa traditions.

Format: discussion, workshops, field trip. Evaluation will be based on class participation and workshop attendance, 3 short essays, and the final choreography and short essay on comparsa characters.

No prerequisites. *Enrollment limit: 19 (expected: 10). Preference to Latina/o Studies and Africana Studies concentrators, Performance Studies students, and Theatre majors.*

Hour: 7:00-9:30 M

JOTTAR

LATS 286 Latina/o History From 1846 to the Present (Same as History 286) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under HIST 286 for full description.)

WHALEN

LATS 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as American Studies 310) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(www.williams.edu/Registrar/catalog/depts/lats/lats310.php)

RÚA

LATS 330(S) Aesthetics of Resistance: Contemporary Latin American Theatre and Performance (Same as American Studies 330, Comparative Literature 330, Theatre 330 and Women's and Gender Studies 330)

This course explores contemporary (1970's to the present) Latin American theatre and performance within, against, and after contexts of State terror and neo-colonialism. We analyze how Latin American playwrights, theater collectives, solo performance artists and social actors use theater and performance as oppositional tools. For instance, how do theater collectives intervene in public space? How do political actors construct alternative civil societies? How does electronic theater propose more egalitarian political imaginaries? We will study the performance of politics and the politics of performance, the convergence of actors with spectators, and the blurring of borders between the public and the private spheres.

Format: discussion. Requirements: two oral presentations, five short essays, and one final essay.

No prerequisites. *No enrollment limit (expected: 10).*

Hour: 11:20-12:35 TR

JOTTAR

LATS 331(F) Sound and Movement in the Afro-Latin Diaspora (Same as Africana Studies 331, American Studies 331, Theatre 331, and Women and Gender Studies 331)

This course examines various Afro-descendant cultures through music and dance. We focus on Cuba, Brazil, Puerto Rico and the United States. Through the theoretical and practical study of commercial and grassroots music and dance production, we unpack how performance may re-articulate and challenge ascribed race and gender roles. The first part of the semester establishes fundamental methodological and theoretical frameworks, such as Taylor's epistemology and ontology of performance, Ortiz's transculturation, and Bakhtin's carnivalesque inversion. These theories will help us understand that while music and dance are site specific practices, they also serve historically as representational terrains that narrate the Nation and its races. Through dance workshops, New York City fieldtrips, and ethnographic experience, we will explore how music and dance contest such ideological formulations. The second part of the semester concentrates on the United States and on how these expressive practices function within the diaspora. For instance, how does rumba or salsa simultaneously reinforce and/or deconstruct U.S. Latina/o identity in relationship to class, race, gender, and a shared history of colonization and neo-colonialism? Can Hip-Hop serve as a theoretical ground to question the stability of the Nation, gender, race and sexuality?

Format: discussion. Requirements: two oral presentations, one short essay, one midterm paper, one final paper, two fieldtrips to New York City, and participation in a dance workshop. *Enrollment limit: 12 (expected: 10).*

Hour: 11:20-12:35 TR

JOTTAR

LATS 332(S) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (W) (D)

Schools have often become the focal point for debates over the relationship between cultural identity, intellectual abilities, and the production of knowledge. What should be taught, who should be taught, and how they should be taught frame the politics of schooling. Language has often taken center stage in these debates. This course examines the effects of educational policies and practices on the development of Latina/o students and communities. We will also consider how these students and communities have resourcefully carved out spaces and made demands to meet their educational needs. Topics include school desegregation, bilingual education, student walk-outs and sit-ins, as well as the origins and advancement of Chicano Studies, Puerto Rican Studies, and more recently Latino Studies programs on college campuses. Students will critically engage the major themes of the course in two essays as they also engage each other in the form of peer-reviews and other in-class writing workshop exercises. This course explores the experiences and expressions of racially and culturally diverse Latinas and Latinos, focusing on the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender and class.

Format: discussion. Evaluation will be based on class participation, writing workshop participation (and related assignments), group presentations, and two essays (12-15 pages).

No prerequisites. *Enrollment limit: 19 (expected: 12). Preference given to Latina/o Studies concentrators.*

Hour: 9:55-11:10 TR

RÚA

LATS 338 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as American Studies 339 and Comparative Literature 338) (*Not offered 2008-2009; to be offered 2009-2010*) (W) (D)

(www.williams.edu/Registrar/catalog/depts/lats/lats338.php)

CEPEDA

LATS 346 Latinas/as and the Media: From Production to Consumption (Same as American Studies 346 and Comparative Literature 359) (*Not offered 2008-2009; to be offered 2009-2010*) (D)

(www.williams.edu/Registrar/catalog/depts/lats/lats346.php)

CEPEDA

LATS 375 Performance and Its Traces (Same as Theatre 375) (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/lats/lats375.php)

JOTTAR

LATS 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Women's and Gender Studies 386) (*Not offered 2008-2009; to be offered 2009-2010*) (D)

(See under HIST 386 for full description.)

WHALEN

LATS 387 Community Building and Social Movements in Latina/o History (Same as History 387 and Women's and Gender Studies 387) (*Not offered 2008-2009; to be offered 2009-2010*)

(See under HIST 387 for full description.)

WHALEN

Latina/o Studies, Leadership Studies

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

LATS 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, Comparative Literature 375 and English 375) (D)

(See under AMST 403 for full description.)

WANG

LATS 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-Making (Same as American Studies 405) (W) (D)

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

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

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

Hour: 1:10-3:50 W

RÚA

LATS 409 Tracing the Roots of Routes: Comparative Transnationalisms (Same as American Studies 409) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(www.williams.edu/Registrar/catalog/depts/lats/lats409.php)

CEPEDA

LATS 462 Art of California: "Sunshine or Noir" (Same as American Studies 462 and Arth 462) (Not offered 2008-2009; to be offered 2009-2010)

(See under ARTH 462 for full description.)

CHAVOYA

LATS 464(F) Latina/o Visual Culture: Histories, Identities, and Representation (Same as Arth 464) (W) (D)

(See under ARTH 464 for full description.)

CHAVOYA

LATS 471 Comparative Latina/o Migrations (Same as History 471) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(www.williams.edu/Registrar/catalog/depts/lats/lats471.php)

WHALEN

LATS 481 Locating Latino Studies: Approaches to Latinidad (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/lats/lats481.php)

RÚA

LATS 493(F) Senior Honors Thesis

Students beginning their thesis work in the fall must register for this course and subsequently for LATS 031 during Winter Study.

Prerequisite: approval of program chair. *Enrollment limited to senior honors candidates.*

LATS 031 Senior Honors Thesis

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

Prerequisite: approval of program chair. *Enrollment limited to senior honors candidates.*

LATS 494(S) Senior Honors Thesis

Students beginning their thesis work in Winter Study must register for this course.

Prerequisites: approval of program chair and LATS 031.

Enrollment limited to senior honors candidates.

LEADERSHIP STUDIES (Div. II)

Chair, Associate Professor JAMES MCALLISTER

Advisory Committee: Professors: DUNN*, WOOD. Associate Professors: BERNHARDSSON, MCALLISTER***. Assistant Professors: CHAPMAN, MELLOW***. Stanley Kaplan Visiting Professors: HUNT. STOLER. Visiting Lecturer: G. CHANDLER§§.

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts-whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders' legiti-

Leadership Studies

macy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures. How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total).

LEADERSHIP STUDIES—TRADITIONAL TRACK

The Introductory Course:

Political Science 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

One Required Course on Ethical Issues Related to Leadership:

Philosophy 101 Introduction to Moral and Political Philosophy

Political Science 203 Introduction to Political Theory

Two Core Courses Dealing with Specific Facets or Domains of Leadership:

English 137 Shakespeare's Warriors and Politicians

Classics/History/Leadership Studies 323 Leadership, Government, and the Governed in Ancient Greece

History 111 Movers and Shakers in the Modern Middle East

History 158 Thicker than Water: American Political Dynasties

History 326 War in European History

History/Africana Studies 381 From Civil Rights to Black Power

History 475 Modern Warfare and Military Leadership

Leadership Studies/French 212/History 393 Sister Revolutions in France and America

Leadership Studies 275 The Art of Presidential Leadership

Leadership Studies/Political Science 285 The Revolutionary Generation: Galaxy of Leaders

Leadership Studies 295 Leadership and Management

Political Science 218 The American Presidency

Political Science 345 Cosmology and Rulership in Ancient Chinese Political Thought

Sociology 387 Propaganda

One Leadership Studies Winter Study course (listed separately in the catalogue)

Capstone Course:

Leadership Studies 402 The Art of Presidential Leadership

LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK

An Introductory Course:

Political Science 120 America and the World After September 11 or Political Science 125

One Required Course on Issues Related to American Domestic Leadership:

History 158 Thicker than Water: American Political Dynasties

Leadership Studies 275 The Art of Presidential Leadership

Leadership Studies 285 The Revolutionary Generation: Galaxy of Leaders

Political Science 205 Leaders in Contemporary Conservative Political Thought

Political Science 218 The American Presidency

Political Science 230 American Political Thought

Three Required Courses Dealing with Specific Facets of American Foreign Policy Leadership:

Leadership Studies/History 262 The United States and the World, 1776 to 1914

Leadership Studies/History 263 The United States and the World, 1914 to the Present

Leadership Studies/History 388 The Cold War, 1945-1991

Leadership Studies/History 464 The United States and the Vietnam War

Political Science 222 The United States and Latin America

Political Science 225 International Security

Political Science 323T Henry Kissinger and the American Century

Political Science 420 American Hegemony and the Future of the International System

Political Science 262 America and the Cold War

Political Science 420 Senior Seminar in International Relations: The War in Iraq

Sociology 202 Terrorism and National Security

Capstone Course(s):

Leadership Studies 402 Domains of Leadership: The Roosevelt Style of Leadership

Leadership Studies/History 460 U.S. Foreign Relations: Nationalism, Empire, and Hegemony

Political Science 420 American Hegemony and the Future of the International System

(There is no winter study component to the *American Foreign Policy Leadership* track.)

LEAD 125(F) 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

Leadership Studies

and debates in the area of leadership studies.

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

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

Subfield open

Hour: 1:10-2:25 TF

C. CHANDLER

LEAD 135T The Great War, 1914-1918 (Same as History 135T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under HIST 135 for full description.)

WOOD

LEAD 150 Movers and Shakers in the Middle East (Same as History 111) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under HIST 111 for full description.)

BERNHARDSSON

LEAD 205(S) Leaders in Contemporary Conservative Political Thought (Same as Political Science 205) (W)

(See under PSCI 205 for full description.)

M. MACDONALD

LEAD 212 Sister Revolutions in France and America (Same as French 212 and History 393) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/lead/lead212.php)

DUNN

LEAD 218(S) The American Presidency (Same as Political Science 218)

(See under PSCI 218 for full description.)

MELLOW

LEAD 258(S) The Age of Roosevelt: Depression, New Deal, and War (Same as History 358)

(See under HIST 358 for full description.)

CHAPMAN

LEAD 262(F) The United States and the World, 1776 to 1914 (Same as History 262)

(See under HIST 262 for full description.)

CHAPMAN

LEAD 263(S) The United States and the World, 1914 to the Present (Same as History

) (See under HIST 263 for full description.)

CHAPMAN

LEAD 285 The Revolutionary Generation: Galaxy of Leaders (Same as History 354 and Political Science 285) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/lead/lead285.php)

DUNN

LEAD 295(F) Leadership and Management

What are the differences between effective leaders and effective managers of complex organizations, or are they one and the same? If different, what are the key elements making each successful, and are there any critical dynamics or interdependencies between these elements? Finally, are there important distinctions between the factors required for success by leaders/managers in different domains, in different cultures, or of different genders? In this course, we will wrestle with these questions by examining both successful and unsuccessful leadership and management of complex organizations in a number of domains, potentially including business, non-profit, higher education, government agencies, and others. Our primary means of doing so will be through case studies, supplemented by readings from several noted leadership and management thinkers.

Format: seminar. Course requirements will include active class participation, several brief (1 page or less) response papers, a short midterm paper, and a longer final paper, which develops and analyzes a case of the student's choice. This latter paper can be done individually or in groups of two.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to Leadership Studies concentrators.*

Hour: 1:10-2:25 MR

C. CHANDLER

LEAD 323 Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Classics 323) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under HIST 323 for full description.)

CHRISTENSEN

Satisfies one semester of the Division II requirement.

LEAD 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and History of Science 338) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under ASTR 338 for full description.)

J. PASACHOFF

LEAD 388(F) The Cold War, 1945-1991 (Same as History 388)

(See under HIST 388 for full description.)

CHAPMAN

LEAD 389(F) The Vietnam War (Same as History 389)

(See under HIST 389 for full description.)

HUNT

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

Permission of the chair of Leadership Studies required.

LEAD 402 The Art of Presidential Leadership (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/lead/lead402.php)

DUNN

LEAD 402 The Roosevelt Style of Leadership (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/lead/lead402.php)

DUNN

LEAD 460(F) U.S. Foreign Relations: Nationalism, Empire, and Hegemony (Same as History 460)

(See under HIST 460 for full description.)

HUNT

LEAD 464(S) The United States and the Vietnam War (Same as History 464)

(See under HIST 464 for full description.)

CHAPMAN

LEGAL STUDIES (Div. II)

Chair, Professor LAWRENCE KAPLAN

Advisory Committee: Professors: JACKALL, JUST, KAPLAN, KASSIN**, NOLAN, SHANKS*. Assistant Professor: SINIAWER. Visiting Assistant Professor: A. HIRSCH§§.

Legal Studies is an interdisciplinary program designed to give students a background and frameworks for understanding the law as a means of regulating human behavior and resolving disputes among individuals, groups, and governments. Emanating from a liberal arts tradition, and not specifically aimed at preparing students for law school, this program provides the tools needed to think and argue critically about how laws work, how they evolved in the course of history and in different parts of the world, how they are enforced, and how they affect our everyday lives.

The courses in this program address a wide range of subjects, including the philosophical, moral, historical, social, and political underpinnings of law; the U.S. Constitution; law enforcement and other aspects of criminal justice; methods of scientific proof; psychological influences on evidence, trials, and decision-making; cultural perspectives and non-western legal traditions; and the use of law to regulate environmental policy. Courses are taught by faculty in the Sciences, Social Sciences, and Humanities, whose work centers on legal processes, and by visiting professors from various law schools.

THE CONCENTRATION

The concentration in legal studies consists of six courses, including an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar on a contemporary topic in the law. Electives may vary from year to year according to course offerings. In addition, the program offers local, alumni, and professional contacts for summer and WSP internships in a wide range of government and private law-related settings.

STUDY ABROAD

Students who choose to study abroad should consult with the Program Chair to insure that they can complete the requirements. Studying abroad may provide exciting opportunities to learn about legal traditions and systems other than those of the United States. Students should check with the Chair to be sure that courses taken abroad will be counted toward completion of the Program.

REQUIRED COURSES

LGST 101(S) Processes of Adjudication

How are disputes resolved within social systems? Focusing on this question, this team-taught interdisciplinary course presents different perspectives on trials and other methods of adjudicating crimes, settling matters of public policy, and resolving civil disputes among individuals, groups, governments, and organizations. Topics to be addressed include: the historical and Constitutional basis for the operation of the American court system and for juries and jury trials; methods of gathering and evaluating evidence; the role of forensic science and technology; alternative means of adjudication as seen in the function of administrative agencies; adjudication of disputes across international boundaries; adversarial, inquisitorial, and consensus-building approaches to dispute resolution used in past and non-western cultures.

Format: lecture/discussion. Evaluation will be based on two exams, a 10- to 15-page paper, and class participation.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference to first-years and sophomores who are considering a concentration in Legal Studies.*

This is an interdisciplinary course to be team-taught by faculty, from a variety of departments.

Hour: 8:30-9:45 TR

HIRSCH

LGST 401(S) Senior Seminar: The Legal Palette

The great jurist Oliver Wendell Holmes claimed that people trained in law rarely appreciate art: works of genius would elude lawyers and judges because "their very novelty would make them repulsive." As Holmes implies, in crucial respects law and art are opposites. Most significantly, the legal system aims at stability and reinforcement of social norms whereas at least some art seeks to destabilize and challenge prevailing norms. What happens when these worlds collide? This course explores several legal battles involving art that raise profound questions. Are judges and juries equipped to determine the purpose or value of art? Do artists need the protection of society or does society need protection from artists? The most crucial question, from the standpoint of this course, concerns the capacity of our legal system to strike an appropriate balance between preserving the social fabric and accommodating change. Does the inherent conservatism of the law inevitably impede the kind of free expression necessary for a thriving democracy?

Format: seminar. Requirements: active class participation, several short papers, and a substantially longer final paper.

Prerequisites: Legal Studies 101 and at least two Legal Studies electives, or permission of the instructor. *Enrollment limit: 25 (expected: 20-25). Preference will be given, in order of seniority, to students for whom this course completes the Legal Studies concentration.*

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

HIRSCH

ELECTIVES

Four elective courses are required to complete a concentration in Legal Studies. These courses must be taken from at least two departments. Other courses, not listed here, may be approved by the Chair.

Anthropology 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
Economics 371T Economic Justice
Environmental Studies 307/Political Science 317 Environmental Law
History 152 The Fourteenth Amendment and the Rights Revolution

Legal Studies, Linguistics

History 357	Gender, Law and Politics in U.S. History
History 380	Comparative American Immigration History
History 395	Comparative History of Organized Crime
Legal Studies 397, 398	Independent Study
Philosophy 101	Introduction to Moral and Political Philosophy
Philosophy 213	Biomedical Ethics
Philosophy 236	Contemporary Ethical Theory
Philosophy 272T	Free Will and Responsibility
Philosophy 300	Mute Witness: Disability, Gender, and Testimony
Philosophy 307	Free Will
Political Science 201	Power, Politics and Democracy in America
Political Science 216	Constitutional Law I: Structures of Power
Political Science 217	Constitutional Law II: Rights
Political Science 223	International Law
Political Science 285	The Revolutionary Generation: Galaxy of Leaders
Political Science 302	Race, Culture, and Incarceration
Political Science 318	The Voting Rights Act and Voting Movement
Political Science 420	Law and Rights in International Politics
Psychology 347	Psychology and the Law
Sociology 215	Crime
Sociology 218	Law and Modern Society
Sociology 265	Drugs and Society

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

Open only to upperclass students under the supervision of a member of the Legal Studies Advisory Committee.

LINGUISTICS (Div. I)

Coordinator, Assistant Professor: NATHAN SANDERS

Assistant Professor: SANDERS. Mellon Post-Doctoral Fellow: HAUGEN.

Courses in linguistics enable students to explore language from a variety of perspectives: the internal workings of language as a system of communication, the physical means by which speech is produced, the role of language in society, the history of language groups and specific languages, and the applicability of scientific knowledge about language to various human endeavors.

Linguistics offers neither a major nor a concentration, but its courses provide a solid grounding in formal linguistics and complement study in several other disciplines: Anthropology, Philosophy, Computer Science, Psychology, Cognitive Science, Sociology, English, Comparative Literature, and all the foreign languages.

Some departments and programs also count courses in linguistics towards credit for their majors or concentrations. In particular, Anthropology majors can receive major credit for Linguistics 100, Asian Studies majors may take linguistics courses to fulfill their three course qualification, German majors may receive major credit for a linguistics course with the special permission of the department chair, and Cognitive Science concentrators can take Linguistics 100 and 220 as electives.

Knowledge of foreign languages is helpful but not required for introductory linguistics courses.

LING 100(F) Introduction to Linguistics (Same as Anthropology 107)

This course provides a general introduction to the scientific study of language by means of systematic exploration of the inherent similarities and surprising differences across human languages. Using actual data from real languages, students will learn the basic methodology, important results, and major theoretical debates from various subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, language change, and sociolinguistics. Additional topics may include sign languages, language acquisition, the politics of language, and animal communication.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, one or two midterm exams, and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to students needing the course to satisfy prerequisites for future courses or to fulfill requirements for a major or concentration; such students should contact the instructor in advance to guarantee placement in the course.*

Hour: 1:10-2:25 MR

SANDERS

LING 200(F) The Nature of Human Language (Same as Anthropology 208)

This course approaches the study of language as fundamental to the study of human nature itself. Questions to be addressed include: What properties of language inform our understanding of ourselves as a species? How might human language be fundamentally different from other animal communication systems? How did language evolve? Did linguistic complexity emerge gradually over time, or did the capacity for complex language develop suddenly? Is there a Universal Grammar shared by all humans? How is language instantiated in the human mind/brain?

Format: lecture/discussion. Requirements: participation in discussions, occasional homework assignments, one or two midterm exams, and a final exam, report, or project.

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

Hour: 11:20-12:35 TR

HAUGEN

LING 210(S) Articulatory and Acoustic Phonetics

In this course, students will learn to recognize, produce, describe, transcribe, and analyze speech sounds from languages all over the world. We will explore the basic physics behind the way we produce speech sounds, the acoustic properties of speech as a sound wave, and how these combine to create common patterns across lan-

Linguistics

guages. Throughout the course, students will learn the International Phonetic Alphabet (a standardized system for phonetic transcription) and mathematical and computer techniques for rigorous phonetic analysis.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, frequent quizzes, a midterm exam, and a final project.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to students needing the course to satisfy prerequisites for future courses or to fulfill requirements for a major or concentration; such students should contact the instructor in advance to guarantee placement in the course.*

Hour: 1:10-2:25 MR

SANDERS

LING 220(S) The Syntactic Structure of English (Same as English 224) (W)

This course is an introduction to a rigorous, scientific approach to language study. No previous training in linguistics is assumed, and no reading is required for the course. A better understanding of the underlying structure of English and of language in general will proceed by way of class discussion and homework problems. These discussions and problems will involve students in observation and analysis of linguistic data through construction, testing, and revision 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 30-40 pages of writing in the form of weekly homework, alternating between essays and short answer problem sets.

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

Hour: 1:10-2:25 TF

SANDERS

LING 230 Introduction to Logic and Semantics (Same as Philosophy 131) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/ling/ling230.php)

SANDERS

LING 254 Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240, Comparative Literature 210, and Latina/o Studies 240) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under LATS 240 for full description.)

CEPEDA

LING 301 Word Virus: Cultural Theory after the Linguistic Turn (Same as Comparative Literature 301 and Religion 301) (Not offered 2008-2009; to be offered 2009-2010)

(See under REL 301 for full description.)

JOSEPHSON

LING 302(S) Native Languages of North America (Same as Anthropology 302)

This course surveys the languages indigenous to North America (including Mexico), and addresses such topics as grammatical (phonetic, phonological, morphological, and syntactic) diversity among these languages; language families and other historical relationships in the Americas; the use of linguistic evidence to address the issue of the first peopling of the Americas; and historical and contemporary cultural contexts of language use in the Americas, including issues surrounding language maintenance and revitalization, and colonial contact and language death.

Format: lecture/discussion. Requirements: participation in discussions, occasional homework assignments, one or two midterm exams, an oral presentation, and a final project.

Prerequisites: Linguistics 100, Linguistics 200, Linguistics 210, or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 11:20-12:35 TR

HAUGEN

LING 310 Phonology (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/ling/ling310.php)

SANDERS

LING 330(S) Textual Meaning and Interpretation (Same as Philosophy 301) (W)

(See under PHIL 301 for full description.)

MLADENOVIC

LING 340 Historical Linguistics (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/ling/ling340.php)

SANDERS

LING 360 Morphology (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/ling/ling360.php)

HAUGEN

LING 383(S) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language (Same as Chinese 352)

(See under CHIN 352 for full description.)

C. CHANG

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

LING 400(F) Linguistics Research Seminar

In this course, students will pursue, present, discuss, and critique a significant research project on a topic in linguistics of their choice. Group discussions will explore the larger issues of research methodology (including the collection and analysis of linguistic data) and the art and practice of presenting results: how to give a conference talk, and how to write conference abstracts, presentation handouts, and research papers. While the focus of this seminar is specifically on linguistics research, the broader issues of how to conduct and present high-level research are relevant to anyone in academia. The seminar will culminate in a mini-conference open to the public in which the students will present a polished version of the research.

Format: seminar. Requirements: participation in discussions, regular presentations of ongoing research including a final public talk, and a final paper.

Prerequisites: two courses in Linguistics at or above the 200-level, or permission of instructor. *No enrollment limit (expected: 5).*

Hour: 1:10-3:50 W

SANDERS

LING 403(F) Introduction to Chinese Linguistics (Same as Chinese 431)

(See under CHIN 431 for full description.)

KUBLER

LITERARY STUDIES—see COMPARATIVE LITERATURE

MARITIME STUDIES

Chair, Associate Professor RÓNADH COX

Advisory Committee: Professor: ART*. Associate Professor: COX**. Assistant Professors: GILBERT, TING. Associate Deans: GERRY, TOOMAJIAN.

The oceans cover almost three-quarters of the globe, and understanding them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from a variety of perspectives. Maritime Studies is an interdisciplinary, cross-divisional program that examines the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (Geosciences 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.

REQUIRED COURSES:

Introductory course:

Maritime Studies 104(S) Oceanography

Core courses (Williams-Mystic at Mystic Seaport):

Maritime Studies 231(F,S) Literature of the Sea

Maritime Studies 311(F,S) Marine Ecology

Maritime Studies 351(F,S) Marine Policy

Maritime Studies 352(F,S) America and the Sea, 1600-Present I

(NOTE: Students who take Maritime Studies 211 Oceanographic Processes at Mystic can substitute an extra elective in lieu of Geosciences 104)

Senior seminar:

Maritime Studies 402(F) Syntheses: Senior Seminar

ELECTIVE COURSES:

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the chair.

Biology 414 Life at Extremes

Biology/Environmental Studies 424T Conservation Biology

Economics 213 Economics of Natural Resource Use

Economics 221 Economics of the Environment

Economics/Environmental Studies 386 Environmental Policy and Natural Resource Management

Environmental Studies/Political Science 317 Environmental Law

Environmental Studies/English 405 The Arctic: Memory, Landscape, Tradition

Environmental Studies/History 371 American Environmental Politics

Geosciences/Environmental Studies 103 Global Warming and Natural Disasters

Geosciences 302 Sedimentology

Geosciences 304T Paleoecology

History 124 The Vikings

History 127 The Expansion of Europe

History 249 Caribbean, Slavery to Independence

History 321 History of US-Japan Relations

Political Science 202 World Politics

Political Science 223 International Law

Political Science 229 Global Political Economy

Political Science 334 Political Theory and the Environment: How Deep is Your Green?

HONORS PROGRAM IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and writeup of results. This could be either a one-semester project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

MAST 104(S) Oceanography (Same as Geosciences 104 and Environmental Studies 104)

(See under GEOS 104 for full description.)

COX

Satisfies one semester of the Division III requirement.

MAST 211(F,S) Oceanographic Processes (Same as Geosciences 210) (Offered only at Mystic Seaport.)

This course is an introduction to the physical, chemical, geological, and biological processes that control the major features of the world's oceans. Topics include ocean circulation, waves and tides, plate tectonics, shoreline pro-

Maritime Studies, Materials Science Studies

cesses, biological productivity, and food web structure. This overview of the oceans is designed for both non-science majors and science majors who desire a general course on oceanography.

Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam.

Satisfies one semester of the Division III requirement.

Hour: TBA

GILBERT

MAST 231T(F,S) Literature of the Sea (Same as English 231T) (Offered only at Mystic Seaport.)

(W)

A study of the ways in which the sea has often filled the literary imagination and found expression in narrative, poetry, drama, and myth. Special emphasis is given to such authors as Melville, London, Steinbeck, Proulx, and Hemingway, as well as Shakespeare, Coleridge, Conrad, and Douglass.

Format: small group tutorials with occasional larger classes and lectures, including coastal and near-shore field trips, and 10 days offshore. Requirements: regular papers, class discussions, and a final exam.

Satisfies one semester of the Division I requirement.

Hour: TBA

First Semester: BERCAW EDWARDS

Second Semester: KING

MAST 311(F,S) Marine Ecology (Same as Biology 231) (Offered only at Mystic Seaport.)

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam.

Prerequisites: Biology 101 or Geosciences/Maritime Studies 104, or permission of instructor.

Satisfies one semester of the Division III requirement.

Hour: TBA

CARLTON

MAST 351(F,S) Marine Policy (Same as Environmental Studies 351) (Offered only at Mystic Seaport.)

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping.

Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore. Requirements: a midterm, an independent research paper, a presentation, and a final exam.

Satisfies one semester of the Division II requirement.

Hour: TBA

HALL

MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)

This course focuses on the history of America's relationship to the sea from the age of discovery through the heyday of merchant sail to the triumph of steam and the challenges of the twentieth century. Readings in primary sources and secondary works on the social, economic, and diplomatic implications of maritime activities culminate in a research paper. Topics such as shipbuilding, whaling, and fisheries are studied through museum exhibits and artifacts in the material culture component of the course.

Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research paper. Requirements: an hour test, two papers, and a final exam. Student papers will be a 5-page minimum and a 15-page minimum essay. The 15-page paper will be critiqued in three steps, as an outline, a draft, and a final paper, with attention to reasoning and style.

Satisfies one semester of the Division II requirement.

Hour: TBA

GORDINIER

MAST 402(S) Perspectives on Environmental Issues: Senior Seminar (Same as Environmental Studies 402)

(See under ENVI 402 for full description.)

LYNN

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

MAST 493(F)-031, 031-494(S) Senior Thesis

MATERIALS SCIENCE STUDIES

Advisory Committee: Professors: S. BOLTON, KARABINOS, D. LYNCH, L. PARK**, STRAIT. Associate Professor: AALBERTS*. Assistant Professors: S. GOH, W. LOPES.

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

Core Course in Materials Science:

Chemistry/Physics 332 Materials Science: The Chemistry and Physics of Materials

Chemistry 336 Materials Chemistry

Related Courses:

Biology 101 The Cell

Materials Science Studies, Mathematics and Statistics

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 014 Electronics
Physics 201 Electricity and Magnetism
Physics 202 Waves and Optics
Physics/Mathematics 210 Mathematical Methods for Scientists
Physics 301 Quantum Physics
Physics 405T Electromagnetic Theory
Physics 411T Classical Mechanics
Physics 451 Solid State Physics

MATHEMATICS AND STATISTICS (Div. III)

Chair, Professor CESAR SILVA

Professors: ADAMS*, O. BEAVER, BURGER, R. DE VEAUX, GARRITY*, S. JOHNSON***,
LOEPP, MORGAN, SILVA. Associate Professor: DEVADOSS. Assistant Professors: BOTTS*,
KLINGENBERG, MILLER, PACELLI, STOICIU*. Visiting Assistant Professor: LOOK. Visiting Lec-
turer: PEDERSEN.

MAJOR

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning.

Students are urged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

REQUIREMENTS (*nine courses plus colloquium*)

Calculus (two courses)

Mathematics 104 Calculus II *or* an equivalent high school course

Mathematics 105 *or* 106 Multivariable Calculus

Except in unusual circumstances, students planning to major in mathematics should complete the calculus sequence (Mathematics 103, 104, 105/106) before the end of the sophomore year, at the latest.

Applied/Discrete Mathematics/Statistics (one course)

Mathematics 209 Differential Equations and Vector Calculus *or*

Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210) *or*

Mathematics 251 Discrete Mathematics *or*

Statistics 201 Statistics and Data Analysis *or*

Statistics 231 Statistical Design of Experiments *or*

a more advanced elective in discrete or applied mathematics or statistics, with prior departmental approval: Mathematics 305, 306, 315, 361, 375, 433, 452, or any Statistics course 300 or above or an appropriate course from another department as listed in the notes below.

Notes: Mathematics 251 is required in Computer Science, and Mathematics 209 is recommended in other sciences, but double majors should understand that no course may count toward both majors.

Core Courses (three courses)

Mathematics 211 Linear Algebra

Mathematics 301 Real Analysis *or* Mathematics 305 Applied Real Analysis

Mathematics 312 Abstract Algebra *or* Mathematics 315 Groups and Characters *or* Mathematics 317 Applied Abstract Algebra

Completion (three courses plus colloquium)

The Senior Major Course is any 400-level course taken in the senior year. In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Major Course requirement in the junior year, provided that the student has completed three 300-level mathematics courses before enrolling in the Senior Major Course (if it is a statistics seminar, one of the 300-level courses may be replaced by Statistics 231).

Two electives from courses numbered 300 and above or Statistics 231.

Weekly participation as a senior in the Mathematics Colloquium, in which all senior majors present talks on mathematical or statistical topics of their choice.

NOTES

In some cases, an appropriate course from another department may be substituted for one of the electives, with prior permission of the Mathematics and Statistics Department. In any case, at least eight courses must be taken in mathematics and statistics at Williams. These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

APPLIED MATHEMATICS OR OTHER SCIENCES

Students interested in applied mathematics or other sciences should consider Mathematics 209, 210, 251, 305, 306, 315, 323, 342, 354, 361, 433, or Statistics 201, 231, 346, 442, and additional appropriate courses from outside Mathematics and Statistics, including possibilities such as Chemistry 301, Computer Science 256, Computer Science 361, Economics 255, Physics 201, Physics 202, Physics 210 or more advanced physics courses. Students interested in economics should consult the Economics Department.

BUSINESS AND FINANCE

Students interested in careers in business or finance should consider Mathematics 373, as well as courses in statistics and related areas such as Statistics 101, 201, 231, 331, 344, 346, 442, 443. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

ENGINEERING

Students interested in engineering should consider the courses for applied mathematics immediately above, with Mathematics 209 and 305 especially recommended. Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the *Bulletin* and the Williams pre-engineering advisor for further information.

GRADUATE SCHOOL IN MATHEMATICS

Students interested in continuing their study of mathematics in graduate school should take Mathematics 301 and 312. Mathematics 302 and 324 are strongly recommended. Many of the 400-level courses would be useful, particularly ones that involve algebra and analysis. Honors theses are encouraged. Reading knowledge of a foreign language (French, German, or Russian) is helpful.

STATISTICS AND ACTUARIAL SCIENCE

Students interested in statistics or actuarial science should consider Mathematics 341, Statistics 201, 331, 346, 442 and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors below).

TEACHING

Students interested in teaching mathematics at the elementary or secondary school level should consider Mathematics 285, 313, 325, 381, Statistics 201 and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended.

THE DEGREE WITH HONORS IN MATHEMATICS/STATISTICS

The degree with honors in Mathematics/Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters and a WSP (031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a regular course and one semester plus a WSP (030) of independent study, culminating in a "minithesis" and a presentation. At least one semester should be in addition to the major requirements.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries and giving a second colloquium talk. Written work is a possible component.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a minithesis. An outstanding student who writes a minithesis, or pursues actuarial honors and writes a paper, might also be considered.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. By the time of registration during spring of the junior year, the student must have requested a faculty member to be honors advisor and must have obtained the department's approval of formal admission to the honors program. Such approval depends on both the record and the promise of the applicant. It is conditional on continuing progress.

The recommendation for honors is usually announced at the end of the spring term. Participation in the honors program does not guarantee a recommendation for honors. The decision is based not only on successful completion of the honors program but also on the merit of the student's overall record in mathematics. If the student completes the program during the fall or winter study, the decision may be announced at the beginning of the spring term, conditional on continuing merit.

ADVANCED PLACEMENT

The Mathematics and Statistics Department attempts to place each student who elects a mathematics course in that course best suited to the student's preparation and goals. The suggested placement in an appropriate calculus course is determined by the results of the Advanced Placement Examination (AB or BC) if the student took one, and any additional available information. A student who receives a 3, 4, or 5 on the BC examination is ordinarily

Mathematics and Statistics

placed in Mathematics 106. A student who receives a 4 or 5 on the AB examination is ordinarily placed in Mathematics 105. A student who receives a 1 or 2 on the BC examination or a 2 or 3 on the AB examination is ordinarily placed in Mathematics 104. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from Mathematics 103 unless they obtain permission from the instructor. A student who receives a 4 or 5 on the Statistics AP examination should consult the department for placement. In any event, students registering for mathematics and statistics courses are urged to consult with members of the department concerning appropriate courses and placement. In general, students are encouraged to enroll in the most advanced course for which they are qualified: it is much easier to drop back than to jump forward. The department reserves the right to refuse registration in any course for which the student is determined to be *over-prepared*.

GENERAL REMARKS

Divisional Requirements

All *mathematics and statistics* courses may be used to satisfy the *Division III* 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.

Courses Open on a Pass/Fail Basis

Students taking a mathematics or statistics course on a pass/fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass/fail basis. Permission will not be given to mathematics majors to meet any of the requirements of the major or honors degree on this basis. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass/fail basis.

Study Abroad

Programs like the "Budapest Semester in Mathematics" are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates students who select other study away programs. Majors typically take their core courses (analysis and algebra) at Williams, and sometimes select courses away which (with prior approval) count as 300-level mathematics or statistics electives. The department offers its core courses in both the fall and the spring to allow students to spend more easily a semester away.

Graduate School Requirements

An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

MATHEMATICS COURSES

STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.

NOTE: Course Numbers—The first digit of the three-digit label for each course roughly denotes the difficulty level of the course. The middle digit denotes the field (0=calculus/analysis, 1=algebra/number theory, 2=geometry/topology, 3=applied, 4=probability, 5=discrete, 6=computation, 7,8=miscellaneous). The last digit occasionally indicates the level within a field, but most often simply distinguishes amongst the courses in the field. In particular, for example, Math 211 is not "easier" than Math 251; they are simply different mathematical fields (algebra vs. discrete).

There are three types of 300-level courses. There are the core courses: Math 301, 305, 312, 315, 317. There are the "precore" courses, which do not have the core courses as prerequisites. These include Math 313, 316, 327 and others. Finally there are those courses that have a core course as a prerequisite, such as Math 302.

MATH 101T(F) Mathematical Analysis with Descriptive Statistics

This course is intended to develop quantitative skills for non-science majors. We will cover basic algebra from an applied point of view, including working with formulas and solving for unknowns. We will investigate a variety of ways to model real-world problems. For example, how many handshakes away are you from the president and how is that related to a transportation network? We will cover basic finance, including loans and annuities. Finally, we will also cover descriptive statistics, including data analysis, computing with mean/median/variance, data display and contingency tables.

Format: tutorial/computer lab. Evaluation will be based primarily on homework, quizzes and/or exams, and computer projects.

Prerequisites: placement by a Quantitative Studies Counselor. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

S. JOHNSON

Mathematics and Statistics

MATH 102(F) Precalculus

This course prepares students for Mathematics 103, first semester calculus. The course begins with a brief review of algebra followed by a thorough treatment of algebraic, logarithmic, and trigonometric functions from a graphical, analytical and applied point of view.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: placement by a Quantitative Studies Counselor or permission of instructor. *Enrollment limit: (expected: 15).*

Hour: 9:00-9:50 MWF

PEDERSEN

MATH 103(F,S) Calculus I (Q)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms. This is an introductory course for students who have not seen calculus before. Students who have previously taken a calculus course may not enroll in Mathematics 103 without the permission of instructor.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 102 (or demonstrated proficiency on a diagnostic test; see Mathematics 101). *No enrollment limit (expected: 30).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

11:00-11:50 MWF

First Semester: MILLER
Second Semester: PACELLI

MATH 104(F,S) Calculus II (Q)

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before. Students who have received the equivalent of advanced placement of AB 4 or BC 3 may not enroll in Mathematics 104 without the permission of instructor. Students who have higher advanced placement must enroll in Mathematics 105 or above.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 103 or equivalent. *No enrollment limit (expected: 30).*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF, 11:20-12:35 TR

8:30-9:45 TR

First Semester: BEAVER, SILVA, LOOK
Second Semester: BEAVER

MATH 105(F,S) Multivariable Calculus (Q)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations. This course is the right starting point for students who have seen differentiation and integration before. Students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in Mathematics 105.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 104 or equivalent, such as satisfactory performance on an Advanced Placement Examination. *No enrollment limit (expected: 45).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF

9:00-9:50 MWF 10:00-10:50 MWF

First Semester: DEVADOSS
Second Semester: LOOK

MATH 106(F) Multivariable Calculus (Q)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and Mathematics 105 is that Mathematics 105 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in Mathematics 106, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether or not Mathematics 105 or Mathematics 106 is appropriate, please consult a member of the math/stat department. Mathematics 106 satisfies any Mathematics 105 prerequisite. Credit will not be given for both Mathematics 105 and Mathematics 106.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: BC 3 or higher or integral calculus with infinite series. *No enrollment limit (expected: 45).*

Hour: 8:00-8:50 MWF, 9:00-9:50 MWF 10:00-10:50 MWF

LOEPP

MATH 175(F) Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Q)

Who should have won the 2000 Presidential Election? Do any two senators really have equal power in passing legislation? How can marital assets be divided fairly? While these questions are of interest to many social scientists, a mathematical perspective can offer a quantitative analysis of issues like these and more. In this course, we will discuss the advantages and disadvantages of various types of voting systems and show that, in fact, any such system is flawed. We will also examine a quantitative definition of power and the principles behind fair division. Along the way, we will enhance the critical reasoning skills necessary to tackle any type of problem mathematical or otherwise.

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100/101/102(or demonstrated proficiency on a diagnostic test) or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 11:20-12:35 TR

PACELLI

Mathematics and Statistics

MATH 180 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (*Not offered 2008-2009; to be offered 2009-2010*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math180.php)

BURGER

MATH 209(S) Differential Equations and Vector Calculus (Q)

Historically, much beautiful mathematics has arisen from attempts to explain heat flow, chemical reactions, biological processes, or magnetic fields. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. Integrating vectorfields over surfaces applies equally to blood flow, gravity, and differential geometry.

Format: lecture/discussion. Evaluation will be based on problem sets, hour tests, and a final exam.

Prerequisites: Mathematics 105. *No enrollment limit (expected: 25). Students may not normally get credit for both Mathematics 209 and Mathematics/Physics 210.*

Hour: 11:00-11:50 MWF

MILLER

MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)

(See under PHYS 210 for full description.)

TUCKER-SMITH

MATH 211(F,S) Linear Algebra (Q)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: 35).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

First Semester: O. BEAVER

9:55-11:10 TR

Second Semester: O. BEAVER

MATH 211T Mathematical Reasoning and Linear Algebra (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math211.php)

SILVA

MATH 251(F,S) Discrete Mathematics (Q)

As a complement to calculus, which is the study of continuous processes, this course focuses on the discrete, including finite sets and structures, their properties and applications. Topics will include basic set theory, infinity, graph theory, logic, counting, recursion, and functions. The course serves as an introduction not only to these and other topics but also to the methods and styles of mathematical proof.

Format: lecture/discussion. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 104 or Mathematics 103 with Computer Science 134 or one year of high school calculus with permission of instructor. *No enrollment limit (expected: 20).*

Hour: 11:00-11:50 MWF

First Semester: MORGAN

11:00-11:50 MWF

Second Semester: LOOK

MATH 251T Introduction to Mathematical Proof and Argumentation (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math251.php)

PACELLI

MATH 285T Teaching Mathematics (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math285.php)

BURGER

MATH 301(F) Real Analysis (Q)

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 30).*

Hour: 10:00-10:50 MWF

SILVA

MATH 302(F) Complex Analysis (Q)

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called "residue calculus" permits the computation of "impossible" integrals, and "conformal mapping" reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 301 or 305. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

LOOK

MATH 303 Analytic Number Theory (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math303.php)

MATH 305(S) Applied Real Analysis (Q)

Real analysis or the theory of calculus—derivatives, integrals, continuity, convergence—starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity.

Mathematics and Statistics

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 11:00-11:50 MWF

MORGAN

MATH 306 Chaos and Fractals (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math306.php)

SILVA

MATH 312(F,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

First Semester: BURGER

10:00-10:50 MWF

Second Semester: PACELLI

MATH 309(F) Exploring Creativity (Same as ArtS 309, EXPR 309, Music 309 and Philosophy 307)

(See under EXPR 309 for full description.)

BURGER

MATH 313(S) Introduction to Number Theory (Q)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

Evaluation will be based primarily on performance on homework, projects, and exams.

Prerequisites: Mathematics 211 or 251, or permission of instructor. *No enrollment limit (expected: 20). Students cannot enroll in both Mathematics 313 and 313T.*

Hour: 9:00-9:50 MWF

BURGER

MATH 313T Explorations in Number Theory and Geometry (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math313.php)

BURGER

MATH 314 Polynomial Arithmetic (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math314.php)

PACELLI

MATH 315 Groups and Characters (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math315.php)

GARRITY

MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Q)

Living in the early decades of the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. We begin this course by studying the history of this subject, including, for example, the story of the enigma code from World War II. We then examine some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. Looking ahead by a decade or more, we show how a "quantum computer" could crack any RSA code in short order, and how quantum cryptographic devices will achieve security through the Heisenberg uncertainty principle.

Evaluation will be based on homework sets and exams.

Prerequisites: Physics 210 or Mathematics 211 (possibly concurrent) or permission of instructors. (*students not satisfying the course prerequisites but who have completed Mathematics 209 or Mathematics 251 are particularly encouraged to ask to be admitted.*)

Hour: 11:00-11:50 MWF

LOEPP and WOOTTERS

MATH 317 Applied Abstract Algebra (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math317.php)

LOEPP

MATH 318T Numerical Problem Solving (Same as Computer Science 318T) (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math318.php)

STOICIU

MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Physics 319) (Q)

(See under BIOL 319 for full description.)

BANTA

This course does not count towards the major in Mathematics.

MATH 321 Knot Theory (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math321.php)

ADAMS

MATH 322 Differential Geometry (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math322.php)

RAFALSKI

MATH 323 Applied Topology (*Not offered 2008-2009; to be offered 2009-2010*) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math323.php)

ADAMS

Mathematics and Statistics

MATH 324T(S) Topology (Q)

Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research, including current work on the Poincaré Conjecture, one of the million-dollar millennium-prize problems. The first part of the course on “Point-set Topology” establishes a framework based on “open sets” for studying continuity and compactness in very general spaces. The second part on “Homotopy Theory” develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 301, or permission of instructor and Mathematics 305 or 312. *Not open to students who have taken Mathematics 323. Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

MORGAN

MATH 327(S) Computational Geometry (Q)

The subject of computational geometry started just 25 years ago, and this course is designed to introduce its fundamental ideas. Our goal is to explore “visualization” and “shape” in real world problems. We focus on both theoretic ideas (such as visibility, polyhedra, Voronoi diagrams, triangulations, motion) as well as applications (such as cartography, origami, robotics, surface meshing, rigidity). This is a beautiful subject with a tremendous amount of active research and numerous unsolved problems, relating powerful ideas from mathematics and computer science.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211 or Mathematics 251 or Computer Science 256. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

DEVADOSS

MATH 327T Tiling Theory (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math327.php)

ADAMS

MATH 335T Biological Modeling with Differential Equations (Same as Biology 235T and Environmental Studies 235T) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math335.php)

S. JOHNSON

MATH 341 Probability (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math341.php)

STOICIU

MATH 355 The Art of Creating Mathematics (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math355.php)

BURGER

MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)

(See under CSCI 361 for full description.)

HEERINGA

MATH 370T(F) Mathematics and Politics: Social Choice and Fair Division (Q)

This course will be a mathematical investigation of the idea of fairness. Who should have won the 2000 Presidential Election, and—more generally—what are the best voting procedures to use when there are three or more candidates? How can marital assets be divided fairly, and how is this related to the resolution of international disputes? We will use mathematics, including ideas from logic, analysis, and geometry, to answer questions like those above, arising in political science and economics. In addition to several books on the subject, we will also read original mathematics research articles.

Format: tutorial. Evaluation will be based primarily on written work, oral presentations, and exams.

Prerequisites: Mathematics 251 or 211, or permission of the instructor.

Enrollment limited: 10 (expected: 10).

Hour: TBA

PACELLI

MATH 373 Investment Mathematics (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math373.php)

MORGAN

MATH 375 Game Theory (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math375.php)

S. JOHNSON

MATH 397(F), 398(S), 497(F), 498(S) Independent Study

Directed independent study in Mathematics.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

MATH 401 Functional Analysis with Applications to Mathematical Physics (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math401.php)

STOICIU

MATH 402 Measure Theory and Probability (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math402.php)

O. BEAVER

MATH 403 Irrationality and Transcendence (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math403.php)

BURGER

MATH 404(S) Ergodic Theory (Q)

Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time. This course will be an introduction to the basic notions in ergodic theory. The course will start with an introduction to the necessary topics from measure theory: sigma-algebras, measurable sets and measurable transformations. Then we

Mathematics and Statistics

will cover ergodic, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions.

Format: lecture. Evaluation will be based on presentations, problem assignments and exams.

Prerequisites: Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

SILVA

MATH 406(S) Analysis and Number Theory (Q)

Gauss said “Mathematics is the queen of the sciences and number theory the queen of mathematics”; in this class we shall meet some of her subjects. We will discuss many of the most important questions in analytic and additive number theory, with an emphasis on techniques and open problems. Topics will range from Goldbach’s Problem and the Circle Method to the Riemann Zeta Function and Random Matrix Theory.

Other topics will be chosen by student interest, coming from sum and difference sets, Poissonian behavior, Benford’s law, the dynamics of the $3x+1$ map as well as suggestions from the class. We will occasionally assume some advanced results for our investigations, though we will always try to supply heuristics and motivate the material. No number theory background is assumed, and we will discuss whatever material we need from probability, statistics or Fourier analysis. For more information, see <http://www.math.brown.edu/~sjmiller/williams/406>.

Format: lecture/discussion and possible presentations. Evaluation will be based on scholarship, discussions, homework and examinations (and if there is student interest, papers and presentations in place of some of the exams).

Prerequisites: Mathematics 301 or 305, Math 312 or 315. *No enrollment limit (expected: 18).*

Hour: 9:00-9:50 MWF

MILLER

MATH 411 Commutative Algebra (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math411.php)

LOEPP

MATH 413 An Introduction to p -Adic Analysis (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math413.php)

BURGER

MATH 414 Galois Theory (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math414.php)

GARRITY

MATH 415 Geometric Group Theory (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math415.php)

DEVADOSS

MATH 416T Diophantine Analysis (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math416.php)

BURGER

MATH 417 Algebraic Error-Correcting Codes (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math417.php)

LOEPP

MATH 419 Algebraic Number Theory (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math419.php)

PACELLI

MATH 421 Algebraic Geometry (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math421.php)

GARRITY

MATH 425 Riemannian Geometry (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math425.php)

MORGAN

MATH 426 Hyperbolic 3-Manifolds (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math426.php)

ADAMS

MATH 433(F) 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: 12:00-12:50 MWF

S. JOHNSON

MATH 454 Graph Theory with Applications (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math454.php)

MATH 481(F) The Big Questions (Q)

A close look at some of the big questions of mathematics, from famous recent results such as the Poincaré Conjecture and Fermat’s Last Theorem to open questions such as the Riemann hypothesis, P vs. NP, and the Navier-Stokes equation for fluid flow and turbulence. Most of these problems appear on the Clay Institute list of seven

Mathematics and Statistics

Millennial Problems with million-dollar prizes. Activities may include examining original and secondary sources, class presentations and discussions, outside talks, homework, quizzes, examinations, and papers. Designed for senior majors with any career destinations, including teaching, graduate school, and other professions.

Format: lecture/discussion/presentations. Evaluation will be based on scholarship, presentations, discussions, homework, quizzes, examinations, and papers.

Prerequisites: Mathematics 301 or 305 and 312 or 315. *No enrollment limit (expected: 18).*

Hour: 11:20-12:35 TR

MORGAN

MATH W30 Senior Project

Taken by candidates for honors in Mathematics other than by thesis route.

MATH 493(F)-W31-494(S) Senior Honors Thesis

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

MATH 499(F,S) Senior Colloquium

Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

Hour: 1:00-2:00 MW

Members of the Department

STATISTICS COURSES

STAT 101(F,S) Elementary Statistics and Data Analysis (Q)

It is nearly impossible to live in the world today without being inundated with data. Even the most popular newspapers feature statistics to catch the eye of the passerby, and sports broadcasters overwhelm the listener with arcane statistics. How do we learn to recognize dishonest or even unintentionally distorted representations of quantitative information? How are we to reconcile two medical studies with seemingly contradictory conclusions? How many observations do we need in order to make a decision? It is the purpose of this course to develop an appreciation for and an understanding of the interpretation of data. We will become familiar with the standard tools of statistical inference including the t-test, the analysis of variance, and regression, as well as exploratory data techniques. Applications will come from the real world that we all live in.

Format: lecture. Evaluation will be based primarily on performances on quizzes and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test; see Mathematics 100).

Students who have had calculus, and potential Mathematics majors should consider taking Statistics 201 instead.

Enrollment limit: 50 (expected: 40). Not open for major credit to junior or senior Mathematics majors.

Hour: 9:55-11:10 TR

9:55-11:10 TR

First Semester: R. DEVEAUX

Second Semester: R. DEVEAUX

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: 8:30-9:45 TR, 11:20-12:35 TR

8:30-9:45 TR

First Semester: KLINGENBERG

Second Semester: R. DEVEAUX

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 tutorial, we will study how to design an experiment in order to obtain the most information from it in the fewest number of observations. The efficient design of experiments is important not only in the sciences: it has been credited for helping Japanese industry achieve its success. The examples from this course will be primarily from the students area of interest. Students will be paired by area of interest and previous statistical experience. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her.

Format: lecture. Evaluation will be based primarily on performance on the project, homeworks, and take home exams.

Prerequisites: a previous course in Statistics or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

R. DEVEAUX

STAT 313T Advanced Mathematical Methods in Statistical Inference (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat313.php)

BOTTS

STAT 331 Statistical Design of Experiments (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat331.php)

R. DEVEAUX

STAT 341 Bayesian Statistics (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat341.php)

BOTTS

STAT 346(S) Regression and Forecasting (Q)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. The main focus will be on multiple regression as a technique for doing this. We will study

Mathematics and Statistics, Music

both the mathematics of regression analysis and its applications, including a discussion of the limits to such analyses. The applications will range from a broad range of disciplines, such as predicting the waiting time between eruptions of the Old Faithful geyser, forecasting housing prices or modeling the probability of O-ring failure at Space Shuttle launches.

Format: lecture. Evaluation will be based primarily on performance on exams, homework, and a project.

Prerequisites: Statistics 101 or 201, and Mathematics 105 and 211; or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 8:30-9:45 TR

KLINGENBERG

STAT 358T Introduction to Biostatistics (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat358.php)

KLINGENBERG

STAT 440(S) Categorical Data Analysis (Q)

This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider applications to the social sciences (e.g., is there a gender difference in the belief in life after death) the biological/medical sciences (e.g., does the probability of a severe side effects increase with the dosage of a drug) and economics. All methods are extensions of traditional ANOVA and regression models to categorical data.

Format: lecture. Evaluation will be based primarily on performance on exams, homework, and a project.

Prerequisite: Statistics 201 and Statistics 346. *No enrollment limit (expected: 10).*

Hour: 11:20-12:35 TR

KLINGENBERG

STAT 442T Computational Statistics and Data Mining (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat442.php)

R. DEVEAUX

MUSIC (Div. I)

Chair, Professor DAVID KECHLEY

Professors: BLOXAM***, E. D. BROWN, KECHLEY, W. A. SHEPPARD. Associate Professors: M. HIRSCH**, PEREZ VELAZQUEZ. Assistant Professor: E. GOLLIN. Visiting Assistant Professor: J. SHOLES. Lyell B. Clay Artist in Residence and Director of Jazz Activities/Senior Lecturer in Music: JAFFE***. Artist in Residence in Choral and Vocal Activities/Lecturer in Music: B. WELLS. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: FELDMAN***. Artists in Residence: STEVENSON (piano), KURKOWICZ (violin). Visiting Artist in Residence in Africana Studies and Music: BRYANT. Ensemble Directors: ATHERTON (Brass Ensemble, trombone, low brass), BODNER (Symphonic Winds, classical saxophone, Musicianship Skills Lab), GOLD (Percussion Ensemble, percussion), CAPRONI (Marching Band), MARTULA (Clarinet Choir, clarinet), MENEGON (Jazz Combo, jazz bass), S. WALT (Woodwind Chamber Music, bassoon). Individual Instructors: BERGERON (trumpet), CASEY (voice), GENOVA-RUDIAKOV (violin), HEBERT (flute), HOLMES (jazz trumpet), JENKINS (oboe), KIBLER (voice), EDWIN LAWRENCE (piano, organ, harpsichord, Musicianship Skills Lab), ERIK LAWRENCE (jazz saxophone), MEEHAN (jazz drums), MORSE (harp), NAZARENKO (jazz piano), PANDOLFI (horn), PARKE (cello), PHELPS (guitar), ROIGER (jazz vocal), RYER-PARKE (voice), M. WALT (voice), WOOLWEAVER (viola, violin), WRIGHT (piano), R. ZIMMERMAN (bass).

MAJOR

Sequence Courses

Music 103, 104 Music Theory and Musicianship I
Music 201, 202 Music Theory and Musicianship II
Music 207, 208, 209 Music in History I, Music in History II, and Music in History III
Music 402 Senior Seminar in Music

Elective Courses

An additional two semester courses in music, to be selected from the following:

Group A: any 106-134, 136, 138, 210T, 220, 230-234, 240, 241, and 246T courses. The department reserves the right to refuse registration in any course for which the student is determined to be over-prepared.

Group B: 203T, 204T, 211, 212, 213, 215, 216, 217, 221T, 223T, 245T, 301, 305, 306, 308, 325, 326, 407, 408, 427, 428.

Department strongly recommends that students elect at least one course from each group.

It is strongly recommended that prospective majors complete 103, 104, 201, 202 and 207 by the end of the sophomore year.

Performance and Concert Requirements

Music majors are encouraged to participate in departmental ensembles throughout their careers at Williams; i.e., for eight semesters. Majors are required to participate in departmental ensembles for at least four semesters. Under special circumstances the student may petition the music faculty to allow this requirement to be met in an alternative way.

Foreign Languages

Music majors are strongly urged to take courses in at least one foreign language while at Williams.

Music

Musician's Skills

Music majors are strongly urged to maintain, refine and improve their musicianship skills, such as sight-singing, score reading, melodic and harmonic dictation, and keyboard proficiency, throughout their entire Williams career.

THE DEGREE WITH HONORS IN MUSIC

Three routes provide the opportunity for honors or highest honors consideration in the Music major:

- Composition:* A Composition thesis must include one major work completed during the senior year, a portfolio of smaller works completed during the junior and senior years, and a 10- to 15-page discussion of the student's work or analysis of a major 20th Century work.
- Performance:* A Performance thesis must include an honors recital given during the spring of the senior year and a 15- to 20-page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.
- History, Theory and Analysis, or Ethnomusicology:* A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length and an oral presentation based on the thesis is required. A written thesis should offer new insights based on original research.

In order for a thesis proposal to be approved a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and must have demonstrated outstanding ability and experience through coursework and performance in the proposed thesis area. Students are encouraged to seek the advice of their potential thesis advisor early in the junior year and no later than the first month of the second semester. A 1 to 2 page proposal written in consultation with the faculty advisor must be received by the Music chair by the end of spring break.

Honors candidates must enroll in Music 493(F)-W31-494(S) during their senior year. A student who is highly qualified for honors work, but is unable to pursue a year-long project for compelling reasons, may petition the department for permission to pursue a WS/one-semester thesis. The standards for evaluating such a thesis remain the same. Completed thesis is due by April 1.

LESSONS

Courses involving individual vocal or instrumental instruction involve extra fees which are subsidized by the department. (See Music 251-258 and Studies in the Musical Art 325, 326, 427, 428). For further information check the Music Department webpage and contact the Department of Music.

STUDY ABROAD

Music majors considering study abroad should meet with the department chair well in advance in order to determine whether it will be possible to complete the requirements for the major. Study abroad courses are not accepted as substitutes for the specific required major courses. However, they may qualify as electives toward the major if approved by the department.

Students considering a major in music should enroll in Music 103 and 104.

Descriptions of the following courses are listed numerically within the course listings.

THEORY AND MUSICIANSHIP

- MUS 103 Music Theory and Musicianship I
- MUS 104 Music Theory and Musicianship I
- MUS 201 Music Theory and Musicianship II
- MUS 202 Music Theory and Musicianship II
- MUS 245 Music Analysis: Music with Text
- MUS 301 An Introduction to Modal and Tonal Counterpoint
- MUS 308 Orchestration and Instrumentation

COMPOSITION (See the first course number in the sequence for course description.)

- MUS 203T, 204T Composition I and II
- MUS 305, 306, 407, 408 Composition III, IV, V and VI

SPECIAL STUDIES IN THE MUSICAL ART (See the first course number in the sequence for course description.)

- MUS 325, 326, 427, 428 Musical Studies

100-LEVEL COURSES

MUS 101(F) Listening to Music: An Introduction

Intended for non-major students with little or no formal training.

When you listen to music—on the radio, on your Ipod, at a concert—how much do you really hear? This course has two goals: to refine listening skills, thus increasing the student's understanding and enjoyment of music, while at the same time providing a survey of the major composers and musical styles of the Western classical repertory to be encountered in concert halls today. Students will be introduced to music from the Baroque, Classical, Romantic, and Modern periods, including works by composers such as Bach, Mozart, Beethoven, Brahms, Mahler, and Stravinsky. Genres to be covered include the symphony, chamber music, opera, song, and choral music. Attendance at selected concerts on campus required.

Evaluation will be based on two quizzes, a midterm and final exam, and two concert reports.

No prerequisites. *Enrollment limit: 40 (expected: 30).*

Hour: 10:00-10:50 MWF

SHOLES

MUS 102(F) Fundamentals of Music (W)

This course seeks to define and describe the fundamental nature of music in Western society. Through a variety of exercises and projects, students will develop an understanding of basic musical rudiments such as pitch, scales, triads, rhythm, meter, and notation materials that form the foundation of Western art and popular musics. By the end of the course, students will have begun the study of basic four-part harmony. In addition, students will explore various topics such as philosophies of music (including aesthetics), music cognition and perception, popular musics, and acoustics, and their relationships to defining the “fundamentals” of music. Students will be expected to complete weekly argumentative papers reacting to the various philosophical readings; as the semester progresses, these reaction papers will increase in both length and depth, in preparation for a final project of each student’s choice. Students will receive frequent and detailed critiques (either in the form of written comments or verbal discussions) of each writing assignment. The course has a musicianship component: students attend a musicianship lab (sight-singing, dictation, and keyboard skills) in addition to lectures.

Format: two weekly lectures and a weekly lab meeting. Evaluation will be based on quizzes/exams, weekly reaction papers, a final research project, and a final exam.

No prerequisites. *Enrollment limit: 15 (expected: 10). Preference given to students with music-reading proficiency.*

Hour: 11:20-12:35 TR Labs: 9-9:50 W, 10-10:50 W BODNER (lecture); BODNER (labs)

MUS 103(F) Music Theory and Musicianship I

Music 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Although there is no prerequisite for Music 103, students are expected to have some knowledge of musical rudiments, reading proficiency in at least one clef, and ideally have some comfort reading both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of Music 103 to assess students’ skills and background, and determine if a student requires any additional remedial work to complement and fortify course work during the early weeks of the semester. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. Music 103 and 104 are required for the music major.

Music 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825).

Music 103 explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include the harmonization of chorale melodies, the arrangement of classical period minuets and the composition of a dice game minuet.

Format: lecture two days a week; a conference meeting one day a week; ear training/musicianship skills lab meeting twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects. Must be taken as a graded course.

Enrollment limit: 15 per section (expected: 15). Preference to potential majors, and those with strongest musicianship skills.

Hour: 8:30-9:45 TR, 11:20-12:35 TR

Labs: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF, 12-12:50 MWF

E. GOLLIN (lectures); E. GOLLIN, BODNER and LAWRENCE (conference/labs)

MUS 104(S) Music Theory and Musicianship I

Music 104 continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and chromatic harmony. Music 104 further explores the transformation of chorale harmony in contrapuntal works of the eighteenth century. Projects include the composition and performance of preludes, fugues and organ chorale preludes on baroque models.

Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects. Must be taken as a graded course.

Prerequisite: Music 103. *Enrollment limit: 24 (expected: 20). Preference based on competence in 103.*

Hour: 11:20-12:35 TR Lab: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF

E. GOLLIN (lecture); E. GOLLIN, BODNER and LAWRENCE (conference/labs)

NOTE: Prerequisites for Music 106 through 141

For each course, varying degrees of musical experience are necessary. Students may consult with the instructor or simply attend the first class meeting. (Successful completion of Music 101 automatically qualifies the student for Music 106 through 141.)

MUS 106(S) Opera

An introduction to the history of opera, from the genre’s birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera’s position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, and Glass. This course may involve a trip to the Metropolitan Opera.

Format: lecture/discussion. Evaluation will be based on a midterm, a brief paper, an 8-page paper, and a final exam.

No prerequisites. *Enrollment limit: 35 (expected: 25).*

Hour: 1:10-2:25 MR

W. A. SHEPPARD

Music

MUS 108(S) The Concerto

More than any other instrumental genre in music, the concerto by its nature tells stories. As in opera, the concerto focuses on a protagonist, usually a single soloist; the interest of the work lies in the dynamic musical interplay between that individual and the larger ensemble. This course will explore the development of the concerto, from its origins in 17th-century Italy through the 20th century. We will focus on the musical means by which composers of the Baroque, Classical, Romantic, and Modern periods, working in a wide variety of styles, created compelling musical narratives. We will also consider the cultural contexts within which concerti are composed and performed, giving particular attention to the persona of the virtuoso as exemplified by such figures as Bach, Mozart, Beethoven, Clara Schumann, Liszt, Paganini, Horowitz, and Marta Argerich. Works to be studied will include several concerti to be performed on campus by the Berkshire Symphony with professional and student soloists.

Format: lecture/discussion. Evaluation will be based on short quizzes and papers, a midterm and a final exam, and attendance and participation.

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

Hour: 2:35-3:50 TF

SHOLES

MUS 109 Symphony (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus109.php)

MUS 110 Chamber Music (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus110.php)

MUS 111 Popular Music: Revolutions in the History of Rock (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus111.php)

W. A. SHEPPARD

MUS 114 American Music (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus114.php)

M. HIRSCH

MUS 115(F) Introduction to Twentieth-Century Music

Twentieth-century Euro-American art music involved a persistent exploration of the limits of musical possibility. Encounters with this music often challenge our ears and musical minds and require us to reconsider fundamental conceptions of music itself. Throughout the course, we will investigate in what ways the basic elements of music (e.g., harmonic organization, rhythm, timbre, instrumentation and performance conventions) were extended and revolutionized. Topics and styles to be discussed include: atonality, expressionism, twelve-tone techniques, neo-classicism, electronic and computer music, stochastic music, minimalism, and neoromanticism. We will also consider the music of this century in relation to contemporary developments in the other arts and to popular musical styles. The syllabus will include works by such composers as Debussy, Mahler, Stravinsky, Schoenberg, Webern, Bartók, Weill, Milhaud, Shostakovich, Ives, Copland, Babbitt, Stockhausen, Messiaen, Boulez, Berio, Cage, Górecki, Glass, Gubaidulina, and Tower.

Format: lecture/discussion. Evaluation will be based on two tests, two short papers, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 12).*

Hour: 11:20-12:35 TR

W. A. SHEPPARD

MUS 116 Music in Modernism (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus116.php)

W. A. SHEPPARD

MUS 117(S) Mozart

This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through guided listening, students will gain appreciation of Mozart's classical compositional style and its timeless appeal. The class will explore Mozart's pivotal position as a musician in Viennese society; his strange combination of bawdy behavior and sublime artistry; his relationship with his domineering father, as well as with Haydn, Beethoven, and Salieri; and the myths about Mozart that have sprung up in the two centuries since his death.

Evaluation will be based on class participation, listening quizzes, two short papers, a midterm exam, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 12). Preference given to students with demonstrated interest in music.*

Hour: 1:10-2:25 TF

M. HIRSCH

MUS 118 Bach (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus118.php)

BLOXAM

MUS 120 Beethoven (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus120.php)

M. HIRSCH

MUS 121(S) Brahms in Context

In popular culture, Johannes Brahms is known especially as the composer of a well-known lullaby, as a gruff-looking bearded figure, and as the last of "The Three Bs" (the other two being Bach and Beethoven). Beneath the beard, however, Brahms (1833-97) was a complicated man whose personal challenges, along with the rich social and cultural environments in which he worked, played important roles in shaping the diverse musical repertory he produced. This course is a broad introduction to Brahms's life and works, with an emphasis on how the music relates to issues of biography, psychology, and trends in music history, aesthetics, politics, religion, literature, and the visual arts. Students will be exposed to many of Brahms's most important works, including symphonies, concertos, chamber works, piano pieces, songs, the famous German Requiem and, of course, the lullaby.

Evaluation will be based on two papers, a midterm and a final exam, and attendance and participation.

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

Hour: 1:10-2:25 TF

SHOLES

Music

MUS 122 African-American Music (Same as Africana Studies 122) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus122.php)

E. D. BROWN

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 a final paper and two composition projects. Some background in acoustics/physics is desirable.

Prerequisites: Music 102 or 103, or permission of instructor. Knowledge of and proficiency with musical notation is required. *Enrollment limit: 8 (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: 2:35-3:50 TF

PEREZ VELAZQUEZ

MUS 124(S) The Singing Voice: Mechanics, History and Meaning

Why does an opera singer sound different from a rock singer? Why can't one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the physiological and acoustical properties of singing and explores the varieties of singing style and function including Western classical, jazz, pop and gospel as well as less familiar approaches such as overtone singing, yodeling and belting. The historical development of singing styles will be considered as will the meaning making of specific vocal qualities. Students will learn the basics of several singing styles.

Format: lecture/discussion and one 50-minute vocal lab. Evaluation will be based on two tests, two papers, and a final project.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to Music majors and ensemble participants.*

Hour: 1:10-2:25 MR

Lab: 1:10-2, 2:10-3 W

B. WELLS

MUS 125 Music Cultures of the World (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus125.php)

E. D. BROWN

MUS 126 Musics of Asia (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/mus/mus126.php)

W. A. SHEPPARD

MUS 130(S) History of Jazz (Same as Africana Studies 130)

This course surveys the history of jazz from its origins to the present. Emphasis is on the contributions of the major figures in jazz as seen against the backdrop of their social milieu. Emphasis on the relationship between music and the social experience of African Americans and the participation of white Americans and Asian Americans in jazz.

This course includes an optional experiential education component whereby a limited number of students with substantial musical experience may audition for the Zambezi Marimba Band and perform jazz and other music with this group in lieu of taking the final exam.

Format: lecture with some discussion. Evaluations based on the following: midterm exam, final exam (or limited optional participation in Zambezi), two concert reviews, one research paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to jazz musicians and seniors.*

Hour: 9:55-11:10 TR

E. D. BROWN

MUS 131 Gender, Class, and Race in Western Musical Society (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus131.php)

BLOXAM

MUS 132 Women and Music (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus132.php)

M. HIRSCH

MUS 133(F) Men, Women, and Pianos

This course takes the piano, its repertory, and its performers as focal points for a social history of Western music, treating the piano as a locus around which issues of gender, class and race are played out in nineteenth century and twentieth century musical life. In addition to exploring "serious" works by composers such as Mozart and Beethoven, we will consider parlor music and music by crowd-pleasing virtuosos such as Liszt and Gottschalk. We will also consider a broad range of classical and popular performers, ranging from Clara Schumann, Vladimir Horowitz, Artur Rubinstein and Glenn Gould through Art Tatum and Liberace. Other topics will include the "cult of the virtuoso," Jane Campion's 1993 film *The Piano*, and musical nationalism as reflected in music for the piano.

Format: lecture/discussion. Two meetings per week. Evaluation based on participation, several short papers and quizzes, and a final project.

Prerequisites: ability to read music, or permission of instructor. *Enrollment limit: 19 (expected: 19).*

Hour: 1:10-2:25 MR

BLOXAM

MUS 134 Myth in Music (Same as Comparative Literature 134) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus134.php)

M. HIRSCH

MUS 135(F) Storytelling in Music

Many of the songs we hear on the radio derive their appeal, in part, from the interest of the narratives conveyed by their lyrics. Even without lyrics, however, music itself can compellingly depict characters, emotions, settings, or events in order to relate tales of love, tragic loss, conflict, heroism and victory, transcendence, comedy, adventure,

Music

and the exotic. This course explores the various *musical* means through which composers of the past several centuries have sought to convey such stories in both texted and untexted genres including the sixteenth-century madrigal; opera; the concerto and the symphony; nineteenth-century song cycles, solo piano works, and tone-poems; ballet and film scores; and jazz and rock 'n roll.

Evaluation will be based on brief written assignments and a paper, a midterm and a final exam, and attendance and participation.

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

Hour: 1:10-2:25 TF

SHOLES

MUS 136 Bach and Handel: Their Music in High Baroque Culture (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus136.php)

BLOXAM

MUS 137 Cathedral, Court, and City Soundscapes: Introduction to Early Music (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus137.php)

BLOXAM

MUS 138 Sibyl of the Rhine: The Life and Times of Hildegard of Bingen (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus138.php)

BLOXAM

200-LEVEL COURSES

MUS 201(F) Music Theory and Musicianship II

Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sight-singing, keyboard application and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music events at deeper levels of the structure. We will learn about innovations that occurred from the early 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Format: two lecture meetings and two skills lab meetings per week. Final grading will be based on homework, theory quizzes, analysis papers, compositional projects, a final exam, class attendance, preparation and participation, and on the results of the lab portion of the class (sight singing, ear training, and keyboard harmony).

Prerequisites: Music 104. *Enrollment limit: 15 (expected: 15). Preference to potential Music majors.*

Hour: 1:10-2:25 TF Lab: 8:30-9:45 TR, 9:55-11:10 TR PEREZ VELAZQUEZ (lecture); BODNER (labs)

MUS 202(S) Music Theory and Musicianship II

Music 202 proceeds to the study of twentieth-century practices including harmony, scales and modes, rhythmic techniques, new formal ideas, serial procedures, and set theory. It also covers more recent musical developments including aleatorism, minimalism, electronic music, post-modernism, eclecticism, and other techniques.

Format: two lecture meetings and two skills lab meetings per week. Final grading will be based on homework, theory quizzes, analysis papers, compositional projects, a final exam, class attendance, preparation and participation, and on the results of the lab portion of the class (sight singing, ear training, and keyboard harmony).

Prerequisite: Music 201. *Enrollment limit: 15 (expected: 15). Preference given to music majors.*

Hour: 1:10-2:25 TF Lab: 8:30-9:45 TR, 9:55-11:10 TR PEREZ VELAZQUEZ (lecture); BODNER (labs)

MUS 203T(F), 204T(S) Composition I and II

Beginning courses in musical composition taught in tutorial format. Required assignments range from 5 to 6 and each student is required to complete a semester composition project. 1-2 group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings will deal with the conception and execution of the semester project. Performances of work in class will be arranged by the instructor. Performance of the semester project on the semester-end concert is required and such arrangements are the responsibility of the student.

Evaluation based on the quality and timeliness of composition projects, attendance and class participation.

Prerequisites: Music 202 (maybe taken concurrently) and permission of instructor. *Enrollment limit: 6 (expected: 3). Preference based on qualifications and experience.*

Hour: 2:35-3:50 MR

First Semester: KECHLEY

9:55-11:10 TR

Second Semester: PEREZ VELAZQUEZ

MUS 207(F) Music in History I: Antiquity—1750

This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

Format: three meetings per week; field trip(s) may be required. Evaluation will be based on class participation, written assignments, midterm and final exams.

Expected enrollment: 8. Open to qualified non-majors with the permission of instructor. Required of Music majors.

Hour: 11:00-11:50 MWF

BLOXAM

MUS 208(S) Music in History II: 1750-1900

A survey exploring the development of music in Western society from the Classical through the Romantic periods. Emphasis will be on the contextual study of works by such composers as Haydn, Mozart, Beethoven, Schumann, Berlioz, Wagner, and Strauss. Changing musical styles will be examined in conjunction with the aesthetics of the

Music

period, with special attention paid to the use and purpose of music and the role of the musician in society. Format: lecture/discussion, three days per week. Evaluation will be based on class participation, three papers, a midterm, and a final exam.

Enrollment limit: 15 (expected: 10). Open to qualified non-majors with permission of instructor. Required of Music majors.

Hour: 10:00-10:50 MWF

M. HIRSCH

MUS 209(F) Music in History III: Musics of the Twentieth Century

A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Format: lecture/discussion, two days per week. Evaluation will be based on class participation, two papers, a midterm, and a final exam.

Enrollment limit: 12 (expected: 8). Open to qualified non-majors with permission of instructor. Required of Music majors.

Hour: 1:10-2:25 MR

W. A. SHEPPARD

MUS 210(T) American Pop Orientalism (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(www.williams.edu/Registrar/catalog/depts/mus/mus210.php)

W. A. SHEPPARD

MUS 211 Arranging for Voices (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/mus/mus211.php)

B. WELLS

MUS 212(F) Jazz Theory and Improvisation I (Same as Africana Studies 212)

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 skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet. Sight reading will be a regular part of our daily studies. Alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on pieces they arrange for a student group.

In addition to the development of skills, written work consists of assignments (e.g., harmonic analysis and exercises in transposition and transcription), a transcription project (e.g., of a recorded solo or a composition) and recital.

Evaluation will be based on weekly homework, a midterm, a transcription project and the class performance, as well as improvement as measured in weekly class performance.

Prerequisites: Music 103 and/or permission of instructor. *Enrollment limit: 15. Course cannot be taken pass/fail.*

Hour: 2:35-3:50 MR

BRYANT

MUS 213(S) Jazz Theory and Improvisation II (Same as Africana Studies 214)

A continuation of Music 212, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly-used reharmonizations of the blues and “I Got Rhythm” chord progressions, and Coltrane’s “Three Tonic” harmonic system.

The format is the same as for Music 212, with two weekly meetings, alternating between theory and performance sessions, and including a final recital.

Requirements: two transcription projects and two original compositions (one based on pre-existing “Coltrane” chord changes), as well as a midterm and participation in a recital at the end of the semester.

Prerequisites: Music 212. *Enrollment limit: 15 (expected: 5-8).*

Hour: 2:35-3:50 MR

BRYANT

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. *Enrollment limit: 12.*

Hour: 1:10-2:25 MR

B. WELLS

MUS 216(F) Orchestral Conducting

This course will introduce and develop a broad range of subjects associated with conducting, including: rehearsal techniques, physical and aural skills, interpretation, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, phrasing, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may involve conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course involves a trip to audit a Boston Symphony rehearsal at Symphony Hall.

Evaluation will be based on regular conducting assignments and final projects.

Prerequisites: permission of instructor. *Enrollment limit: 6 (expected: 4-6). Preference will be given to juniors.*

Hour: 2:35-3:50 TF

FELDMAN

MUS 217(F) Jazz Arranging and Composition

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with the quintet and progressing through the big band. Intensive score study and some tran-

Music

scription required.

Evaluation will be based on the successful completion, rehearsal and performance of original arrangements and/or compositions during the semester, to include at least one transcription of a recorded arrangement, one quintet or sextet arrangement, and one arrangement for big band. Performances by the Jazz Ensembles, as rehearsed and prepared by the students of this course, are also expected.

Format: weekly lecture and targeted ensemble rehearsals generally last 1 and 1/2 hours. Additional individual meetings are generally an hour a week, more frequently and for longer amounts of time as needed.

Prerequisites: Music 212 and permission of instructor. *Enrollment limit: 5 (expected: 3-5).*

Hour: 2:35-3:50 T and TBA

JAFFE

MUS 221T Advanced Ear Training for Jazz Musicians: The Study of Jazz Improvisation Traditions through the Art of Transcription (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus221.php)

JAFFE

MUS 223T Music Technology II (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus223.php)

PEREZ VELAZQUEZ

MUS 230 Seminar in Caribbean Music (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus230.php)

E. D. BROWN

MUS 231 Nothing But the Blues (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus231.php)

E. D. BROWN

MUS 232T Latin Music USA (Same as Latina/o Studies 232T) (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus232.php)

E. D. BROWN

MUS 233 African Music: Interdisciplinary Studies (Same as Africana Studies 250 and INTR 287) (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus233.php)

E. D. BROWN

MUS 234 Afro-Pop: Urban African Dance Music (Same as Africana Studies 234) (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus234.php)

E. D. BROWN

MUS 235(F) African Rhythm, African Sensibility (Same as Africana Studies 235) (D)

This course has three goals. The first is to immerse students in African music, encouraging them to learn to play and understand this music from an insider's perspective. The second goal is to deepen that understanding by introducing students to the work of scholars who have contributed to a theoretical understanding of African music. The final goal is to broaden that understanding by comparing and contrasting certain features of African music with comparable ones in European and African-American musical traditions.

The course will investigate these topics through class discussions, papers, and reading, listening, and viewing assignments. Students will be musically immersed in African music through their participation in labs/rehearsals with the Zambezi Marimba Band (Tuesdays and Thursdays 4-6:30 PM) where they will learn to perform Zimbabwean marimba and mbira music with Prof. Brown and with Cosmas Magaya and Beauler Dyoko, masters of the Zimbabwean mbira dza vadzimu (the mbira of the ancestor spirits). This material will be performed in a concert with Kusika and the Zambezi Marimba Band on a date to be announced. Other African, African-American, and European music will be discussed, analyzed, or performed informally in class.

This course fits the Educational Diversity Initiative in that it immerses students in another culture and gives them the tools with which to understand that culture from the inside. It also encourages students to reflect critically upon their insider's perspective and to develop a more theoretical understanding of that perspective. Finally, this course fits EDI's emphasis on the Comparative Study of Cultures and Societies by encouraging students to compare and contrast specific aspects of African and non-African music cultures.

Format: discussion/performance. Evaluation: performance 30%; participation in class 20%; papers 50%.

Prerequisites: an intermediate level of performance ability in music or dance. *Enrollment limit: 10 (expected: 10).*

If more than 10 students register for the course, selection will be by audition and writing sample

Hour: 9:55-11:10 TR

E. D. BROWN

MUS 240 Introduction to the Music of Duke Ellington (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus240.php)

JAFFE

MUS 241 Introduction to the Music of John Coltrane (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus241.php)

JAFFE

MUS 242(F) Monk and the BeBop Revolution (Same as Africana Studies 245)

(See under AFR 245 for full description.)

BRYANT

MUS 245T(S) Music Analysis: Music with Text (W)

The course explores the ways in which musical structure interacts with, can comment upon, and can influence one's reading of a text set to music, and similarly, how texts set to music can exert influence upon and guide one's understanding of the musical structure. Using scenes from Mozart operas and selected songs of the 19th and 20th centuries (by Schubert, Schumann, Brahms and Schoenberg), the course will examine the bearing specific aspects of a text (voice, person, time, alliteration, meter, and so forth) have upon the musical domain, and conversely, how musical structures have the ability to project or allegorize actions in the text. We will observe the often amazing ways composers of texted music use the tonal system to create musical desires—desires that may be fulfilled, withheld, delayed, redirected, and so forth, in ways that enhance, or enact the desires of characters in a drama or

Music

poem. In addition to the specific issues involving texted and dramatic works, the course will introduce certain techniques and insights of linear analysis—one of the most profound developments in tonal analysis during the last century. Analysis assignments, based on the student's close study of texted musical works, will offer the opportunity to apply these techniques. The course will also confront the difficult issue of writing about music and will help students define and clearly express ideas about music.

Format: tutorial. Students will attend one weekly group lecture and one weekly tutorial meeting. Grades will be based on five analysis essays/presentations and five critiques of another student's analyses.

Prerequisites: Music 104. *Enrollment limit: 10 (expected: 10). Preference to those with the most theory background (Music 103/104, 201/202).*

Tutorial meetings to be arranged.

E. GOLLIN

MUS 246T The Tale of Carmen, 1845-2007 (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(www.williams.edu/Registrar/catalog/depts/mus/mus246.php) BLOXAM

MUS 251-258 Individual Vocal and Instrumental Instruction

Individual lessons in voice, keyboard and most orchestral and jazz instruments offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and progress throughout the semester. All individual instruction involves an extra fee, partially subsidized by the department. To register for the course, a student must first contact the appropriate teacher (see Music Dept. for list), fill out a registration/billing contract, signed by both teacher and student, and turn that in to the Music Office. This replaces the need to register online. Registration is for course number 251, with the appropriate section number from the following list. Students will be reassigned to course numbers 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	11 Organ	21 Trombone
02 Cello	12 Percussion	22 Harp
03 Clarinet	13 Piano	23 Jazz Drums
04 Bass	14 Classical Saxophone	24 Jazz Saxophone
05 Flute	15 Trumpet	25 Jazz Trumpet
06 Guitar	16 Viola	26 Euphonium
07 Harpsichord	17 Violin	27 Tuba
08 Horn	18 Voice	28 African Drumming
09 Jazz Piano	19 Jazz Bass	29 Jazz Guitar
10 Oboe	20 Jazz Vocal	

Prerequisite: Permission of the individual instructor. Enrollment limits apply to each section based upon availability and qualifications.

Hour: TBA

Staff

MUS 261-268 Chamber Music Workshop

Chamber Music and other small groups coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. It is recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a weekly log of rehearsal times and attendance. The logs are to be handed in to the coaches at the end of the semester. In addition students are expected to practice the assigned music individually and are required to perform on the Chamber Music 261 concert at the end of the semester. The ensembles will be organized based on skill levels and the instruments represented.

To register for the course, a student must first contact the Chamber Music Performance Coordinator, fill out registration/billing contract signed by both the Coordinator and the student, and turn that in to the Music office. This replaces the need to register on line. Students should register for 261 for their first semester enrolled in this course and should use the numbers 262-268 for subsequent semesters.

Prerequisite: Permission of the Chamber Music Performance Coordinator, Ronald Feldman. *Enrollment limits will depend upon instructor availability. Preference given to more advanced students, to be determined by audition as necessary.*

Hour: TBA

STAFF

300-LEVEL COURSES

MUS 301 An Introduction to Modal and Tonal Counterpoint (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/mus/mus301.php)

Staff

MUS 305, 306, 407, 408 Composition III, IV, V, and VI

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work.

Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: Music 203T, 204T and permission of instructor.

Enrollment limit: 2 students per instructor for all four courses.

Hour: This course will be offered in the same time slot as the 200-level composition tutorial (203 or 204) that is offered in that semester. KECHLEY, PEREZ VELAZQUEZ

Music

MUS 308(S) Orchestration and Instrumentation

A practical and historical study designed to develop knowledge and skill when working with the instruments of the orchestra, wind ensemble, and other groups. Includes analysis of examples from the literature as well as projects performed and discussed in class.

Evaluation based on assignments, larger projects, quizzes, and final exam.

Prerequisite: Music 104. *Enrollment limit: 6, preference given to music majors, potential majors, and composition students.*

Hour: 2:35-3:50 MR

KECHLEY

MUS 309(F) Exploring Creativity (Same as ArtS 309, EXPR 309. Mathematics 309 and Philosophy 307)

(See under EXPR 309 for full description.)

BURGER

MUS 325, 326, 427, 428 Musical Studies

Tutorial in nature, these courses are for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of a member of the department, an artist in residence or adjunct teacher to fulfill some project or a semester of private lessons as established by the consent of teacher, student, and department. The election is utilized to supplement the department's course offerings as well as to make available for full academic credit private lessons at an advanced level, and may include such projects as:

- private lessons in the performance of and literature for voice, piano, organ, or an orchestral instrument. Participation in periodic Performance Seminars is required. There is an extra fee for these lessons, with the cost partially subsidized by the department. Intended only for advanced performers. *Additional guidelines for instrumental or vocal lessons for full credit can be secured at the Music Department office and on the Music Department website. This may require an audition for the entire music faculty.*
- jazz arranging and composition;
- advanced studies in jazz improvisation;
- coaching, rehearsal, and performance of instrumental or vocal chamber music;
- advanced work in music theory (critical methods and analysis, solfeggio, keyboard harmony, ear-training and dictation, counterpoint and orchestration). Prerequisites: Music 202;
- advanced independent study in modal and tonal counterpoint. Prerequisites: Music 301;
- studies in issue areas such as acoustics and perception, philosophy and aesthetics of music, women and minorities in music, music of non-Western cultures, music and technology;
- advanced work in music history.

With the permission of the department, the project may be continued by election of the next-higher numbered course. Majors may register for four semesters; non-majors may register for two semesters. The specific name of the project elected is to be specified after the title, "Musical Studies."

The numbers 325, 326, 427, 428 should be used for four sequence courses in the same subject. If a different subject is elected, the numbering sequence should start again at 325. These numbers are selected without regard to semester taken or class year of student.

Prerequisites: Music 103, 104 and permission of the instructor and music faculty. (Intended primarily for music majors.)

Students must obtain a special form for this course election from the Music Department Office.

Note: Music 325, 326, 427, 428 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.

Hour: TBA

CHAIR and Members of the Department

MUS 394(S) Junior Thesis

This course involves independent study in history or theory of music, under the supervision of a member of the department, as preparation for the senior thesis.

400-LEVEL COURSES

MUS 402(S) Senior Seminar in Music: Music and Language

This seminar, the culminating course in the major, will focus on a classic subject of musical inquiry: the relationship between music and language. Is music itself a language? Does joining words to music impart power to the words or provide signification to the music? How should text be set to music? These questions have intrigued composers, philosophers, and linguists throughout history and across the globe. Our work in this seminar will involve both the analysis of specific vocal styles and the critical interpretation of historical and contemporary theories of music and language. We will investigate such topics as: polytextuality in the fourteenth-century motet; stile rappresentativo and Italian humanism; symbolic language in Bach; Rousseau's theory of music as ideal language; rhetoric and the Classical style; detached texts in nineteenth-century instrumental music and musical analysis; musical narration in nineteenth-century opera; traditions of Buddhist chant; Qur'anic recitation as non-music; experimental vocal techniques in the twentieth-century; the ballads of Cole Porter; Dylan's bardic style; the voice and technology.

Format: seminar. Evaluation will be based on papers, presentations, and class participation.

Prerequisites: Music 202, 207, 208, 209 and permission of instructor. *Enrollment limit: all senior music majors (expected: 10).*

Hour: 1:10-3:50 W

W. A. SHEPPARD

MUS 407, 408 Composition V and VI

(See under MUS 305 for full description).

MUS 427, 428 Musical Studies

(See under MUS 325 for full description).

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

Required for all students approved for thesis work in music. Please refer to “The Degree with Honors in Music” for deadlines and other requirements.

MUS 497(F), 498(S) Independent Study

Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

NEUROSCIENCE (Div. III)

Chair, Professor HEATHER WILLIAMS

Advisory Committee: Professors: P. SOLOMON, H. WILLIAMS, ZIMMERBERG**, ZOTTOLI. Associate Professor: N. SANDSTROM. Assistant Professor: HUTSON. Visiting Assistant Professor: MARVIN§§.

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer’s disease and Parkinson’s disease, the development of noninvasive techniques for imaging the human brain such as PET scans and MRI, and the development of methods for repair of the damaged human brain such as the use of brain implants. Combining this wide range of disciplines, areas of research, and application for the study of a single remarkably complex organ—the brain—requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

THE PROGRAM

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

Neuroscience (Neuroscience 201) is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken in the sophomore year. Either Biology 101 or Psychology 101 serves as the prerequisite. Electives are designed to provide in-depth coverage including laboratory experience in specific areas of neuroscience. At least one elective course is required in Biology (*Group A*) and one in Psychology (*Group B*). The third elective course may also come from *Group A* or *Group B*, or may be selected from other neuroscience related courses upon approval of the advisory committee. *Topics in Neuroscience* (Neuroscience 401) is designed to provide an integrative culminating experience. Students take this course in the senior year.

THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee in the spring of their junior year.

REQUIRED COURSES

Biology 101 The Cell
Psychology 101 Introductory Psychology
(Both of these courses should be completed by the end of the sophomore year.)
Neuroscience 201 Neuroscience
Neuroscience 401 Topics in Neuroscience

ELECTIVES

Three elective courses are required. At least one elective must be from *Group A* and at least one elective must be from *Group B*. The third elective may come from either *Group A* or *Group B* or the student may wish to petition the advisory committee to substitute a related course.

Group A

Biology 204 Animal Behavior
Biology 209T Animal Communication
Biology 303 Sensory Biology
Biology 304 Neurobiology
Biology 310 Neural Development
Biology 410 Cell Dynamics in Living Systems

Group B

Psychology 315 Hormones and Behavior
Psychology 316 Clinical Neuroscience
Psychology 317T Nature via Nurture: Explorations in Developmental Psychobiology
INTR 223 Image, Imaging and Imagining: The Brain and Visual Arts

Neuroscience, Performance Studies

NSCI 201(F) Neuroscience (Same as Biology 212 and Psychology 212)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

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

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 120 (expected: 60). Preference given to Biology and Psychology majors. Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

N. SANDSTROM and ZOTTOLI

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

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 autism, depression, alcoholism, stress, neurogenesis, novel neuromodulators, retrograde messengers, and synaptic plasticity.

Format: student-led discussions and presentations, three hours a week. Evaluation will be based on presentations, participation in class discussion, and a term paper.

Prerequisites: open only to seniors in the Neuroscience program. *Enrollment limit: 24 (expected: 18).*

This course is required of all senior students in the Neuroscience program.

Hour: 1:10-3:50 W

MARVIN

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

Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

PERFORMANCE STUDIES

Chair, Assistant Professor BERTA JOTTAR

Advisory Committee: Professors: DARROW, D. EDWARDS, EPPEL**, HOPPIN, OCKMAN, W. A. SHEPPARD. Associate Professors: KAGAYA, L. JOHNSON, MLADENOVIC. Assistant Professors: BURTON, JOTTAR (*Coordinator*), SANGARE. Lecturers: BROTHERS, JAFFE***

The Performance Studies Program provides an opportunity to inhabit an intellectual place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, Comparative Literature, English, History, Music, Philosophy, Psychology, Legal Studies, Religion and Theatre. Central concepts and interactions to Performance Studies are: action, the body, presence, ritual, representation, race, ethnicity, gender, sexuality, politics, history and transcultural experience.

Performance Studies strongly suggests that interested students take the introductory course (LATS 230) and two of several recommended upper-level courses (AFR 305, AFR 400, ARTH 408, ARTH 461, LATS 330, LATS 331, LATS 375, WNY 310, or WNY 311).

Currently, the Program's status is as a program without a concentration. However, students can petition and obtain a Performance Studies Contract Mayor. Students are encouraged to do five things: 1) take the introductory course, which in 2008-09 is (LATS 230) Approaching Performance Studies; 2) take two advanced courses which utilizes critical theory in relation to performance, such as (AFR 305) The Hip-Hop Generation; LATS (LATS 330) The Aesthetics of Resistance; (LATS 331) Sound and Movement in the Afro-Latin Diaspora; (LATS 375) Performance and Its Traces; (WNY 310) Art, Space and the City; (WNY 311) Imagining New York City; (AFR 400) Race, Gender, Space; (ARTH 408) Contemporary Performance Art History: Space, Time, Action; (ARTH 461) Writing About Bodies; 3) try different artistic media, both in the curriculum and beyond; 4) produce projects that are a combination of art and performance with critical thinking about that process; and 5) prepare a portfolio of their work.

As a senior year project, the Performance Studies Program strongly recommends the assembling of a senior portfolio. Preparation of the portfolio should normally begin in the second semester of the junior year. It will be done under the supervision of a member of the advisory faculty and will be submitted in the spring of the senior year. What we suggest is that portfolios should draw on at least four projects or productions. They should show critical self-reflection on the creative processes, a comparison of the artistic media employed and also demonstrate performance criticism on the work of others.

AFR 305(F) The Hip-Hop Generation: Power, Identity, and Social Change (Same as Sociology 305 and Women's and Gender Studies 305)

(See under AFR 305 for full description.)

GOSA

Performance Studies, Philosophy

AFR 400(F) Race, Gender, Space (Same as Comparative Literature 369, English 365, and Women's and Gender Studies 400) (See under AFR 400 for full description.)	ROBOLIN
ARTH 408(S) (<i>formerly 269</i>) Contemporary Performance Art History: Space, Time, Action (W) (See under ARTH 408 for full description.)	CHAVOYA
ARTH 461T(F) Writing about Bodies (Same as INTR 461 and Women's and Gender Studies 461) (W) (See under ARTH 461 for full description.)	OCKMAN
INTR 230(F) Prelude to Revolt: The Life and Work of Martha Graham (See under INTR 230 for full description.)	DANKMEYER
JAPN 276(S) Premodern Japanese Literature and Performance (Same as Comparative Literature 278) (See under JAPN 276 for full description.)	KAGAYA
LATS 230(F) Approaching Performance Studies (Same as Theatre 230 and Women and Gender Studies 231) (See under LATS 230 for full description.)	JOTTAR
LATS 261(S) Dance: Bodies in Latina/o Motion (Same as Africana Studies 261, Theatre 261, and EXPR 261) (See under LATS 261 for full description.)	JOTTAR
LATS 331(F) Sound and Movement in the Afro-Latin Diaspora (Same as Africana Studies 331, American Studies 331, Theatre 331, and Women and Gender Studies 331) (See under LATS 331 for full description.)	JOTTAR
LATS 375 Performance and Its Traces (Same as Theatre 375) (<i>Not offered 2008-2009; to be offered 2009-2010</i>) (See under LATS 375 for full description.)	JOTTAR
THEA 104(F) Introduction to World Theatre and Performance (Same as Comparative Literature 104) (D) (See under THEA 104 for full description.)	HOLZAPFEL
THEA 204(F) Acting II (See under THEA 204 for full description.)	SANGARE
THEA 236(S) Political Theatre Making (See under THEA 236 for full description.)	EPPEL
THEA 250T(F) Women and Theatre: Gender, Sexuality and the Stage (Same as English 253T and Women and Gender Studies 250T) (W) (See under THEA 250 for full description.)	HOLZAPFEL
WNY 310(S) Art, Space, and the City (See under WNY 310 for full description.)	CHAVOYA
WNY 311(S) Imagining New York City (See under WNY 311 for full description.)	D. WANG

PHILOSOPHY (Div. II)

Chair, Professor JANA SAWICKI

Professors: GERRARD, SAWICKI, WHITE**. Associate Professors: CRUZ, DUDLEY, MLADENOV-IC. Assistant Professors: BARRY, MCPARTLAND. Harry C. Payne Distinguished Visiting Professor in Liberal Arts: AL-ASM. Visiting Assistant Professor: J. PEDRONI.

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,

Philosophy

belief, understanding, and reality. The final required course is the Senior Seminar, Philosophy 401. Each student selects the six electives that complete the major. The exposure to figures and topics in 101 and 102 provides students with some basis for choice, but optimal shaping of an individual curriculum requires in addition consultation with faculty members and other students.

Generally speaking, as students progress from 100- to 300-level courses, there will be decreasing breadth and increasing depth. In addition, writing assignments become longer, and students assume increasing responsibility for identifying and developing the topics of their essays. Finally, students in 300-level courses are often required to assume responsibility for making oral presentations or guiding significant parts of class discussions.

Students considering graduate study in philosophy are strongly urged to develop reading competence in German, French, or Greek before graduation.

THE DEGREE WITH HONORS IN PHILOSOPHY

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form *either* of independent work culminating in a senior essay *or* thesis (the independent-study route) or of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. Juniors interested in pursuing honors should so inform the Department Chair no later than mid-April.

The independent-study route to honors requires the completion and defense of *either* a senior essay produced in the fall semester plus winter study period (maximum 40 pages) *or* a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in April of the junior year. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work.

The directed-study route to honors requires the completion of two courses in philosophy in addition to the nine required for the major. Candidates taking this route must also submit to the department revised copies of two term papers (10 pages or longer) written for philosophy courses they have taken; each student will be assigned an adviser to help guide the process of revision. A recommendation for graduation with honors will be made on the basis of the scope of the student's course work, the quality of the student's participation in Philosophy 401, and the thoroughness, independence, and originality reflected in the submitted papers.

PHIL 101(FS) Introduction to Moral and Political Philosophy (W)

Throughout the history of Western philosophy, there have been debates concerning how human beings should live: What should we do both with our lives as wholes and in specific problematic situations? The debates have addressed us both as individuals and as members of political communities. This course aims to aid us in responding to these debates, and in living our lives, on the basis of reasoned conclusions rather than from unrecognized presuppositions. The course concentrates on Plato's *Republic*, the most influential ethical and political text within Western philosophy, but we assess the *Republic* in light of elaborations and criticisms that have developed over the past 2500 years, in works by Aristotle, Kant, and Mill.

Format: lecture/discussion. Requirements: class discussion, frequent short papers (totaling 20-30 pages).

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students and sophomores.*

Hour: 11:20-12:35 TR, 2:35-3:50 MR

First Semester: BARRY, J. PEDRONI

1:10-2:25 MR, 11:20-12:35 TR, 11-11:50 MWF

Second Semester: BARRY, MLADENOVIC, SAWICKI

PHIL 102(FS) Introduction to Metaphysics and Epistemology (W)

Metaphysics and epistemology are the two core pursuits of theoretical philosophy (as opposed to practical philosophy, the focus of Philosophy 101). Metaphysics is concerned with the ultimate character of reality. The metaphysician seeks to develop knowledge (as opposed to mere opinion or belief) of all things natural, human, and divine. She asks, for example: Are we free, or are our acts determined? Is there a God? If so, what must God be like? Epistemology is concerned with how we determine the difference between knowledge and mere opinion. The epistemologist thus asks: What does it mean truly to know something? How can we acquire such genuine knowledge? Answers to these epistemological questions are essential if we are to have any confidence in the methods and results of our metaphysical investigations. This course will emphasize the established historical classics that provide the basis for understanding contemporary work on metaphysics and epistemological issues; we will consider, among others, the work of Descartes, Hume, and Kant.

Format: lecture/discussion. Requirements: class discussion, frequent short papers (totaling 20-30 pages).

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students and sophomores.*

Hour: 9:55-11:10 TR, 11:00-11:50 MWF, 2:35-3:50 MR

First Semester: CRUZ, GERRARD, MCPARTLAND

Second Semester: MCPARTLAND, WHITE

1:10-2:25 TF, 12-12:50 MWF

PHIL 103(S) Logic and Language (Q)

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Requirements: a midterm, a final, frequent homework and problems sets.

No prerequisites. *No enrollment limit (expected: 50-80).*

Hour: 10:00-10:50 MWF

GERRARD

Philosophy

PHIL 131 Introduction to Logic and Semantics (Same as Linguistics 230) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(See under LING 230 for full description.)

SANDERS

PHIL 201 Continental Philosophy Workshop: Reading the Critics of Reason (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil201.php)

SAWICKI

PHIL 202(S) Philosophy of Language and Philosophy of Mind (W)

This course is designed to introduce students to twentieth-century philosophy by focusing on two of its premier research areas, language and mind. Each of these topics been studied independently of the other, with the philosophy of language dominating the first half of the century and the philosophy of mind surging in the second half. Research on language and mind have also enjoyed a fruitful liaison, as much of the technical apparatus of the philosophy of language has been used to illuminate the mind. The other side of this coin is that language is something that minds achieve, and some prominent theories of linguistic meaning have emphasized psychological elements of language use. The course will begin with the work of Frege, Russell, and Wittgenstein, and end with the work of Putnam, Dennett, Fodor and Churchland. The course is intended to prepare students for more advanced research on either language or mind. At the same time, the course aims to offer an overview of the methods and intellectual style of analytic philosophy. Thus, it will also serve as preparation for advanced work in epistemology, philosophy of science, metaphysics, and ethics. The syllabus can be found at: http://www.williams.edu/philosophy/fourth_layer/faculty_pages/jcruz/courses/lang&mind.html.

Format: lecture/discussion. Requirements: short writing assignments each week, and two longer papers.

Prerequisite: Philosophy 102 or permission of the instructor. *Enrollment limit: 19 (expected: 12-18). Preference given to Philosophy, Psychology, Linguistics and Computer Science majors. This course is writing intensive.*

Hour: 1:10-2:25 MR

CRUZ

PHIL 204 Endtimes: Messianism in Modernity (Same as Jewish Studies 204 and Religion 204) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under REL 204 for full description.)

HAMMERSCHLAG

PHIL 209(F) Philosophy of Science

It is a generally held belief, in our times and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of scientific theories, methods, and knowledge, advanced by logical positivists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science that emerged out of various criticisms of this view—especially those of Popper, Lakatos, Kuhn and Feyerabend—and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about the cognitive credentials of science and the proper approach to the study of science, which came to be known as "the science wars."

Requirements: frequent short assignments, class presentation, class participation, and a longer (5-7 pages) term paper.

Prerequisites: Philosophy 102; or permission of instructor. *Enrollment limit: 19 (expected: 19).*

Hour: 11:20-12:35 TR

MLADENOVIC

PHIL 212 Ethics and Reproductive Technologies (Same as Women's and Gender Studies 212) (Not offered 2008-2009) (W)

(See under WGST 212 for full description.)

J. PEDRONI

PHIL 213T(F) Biomedical Ethics (W)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," therapy vs. research, and enhancement vs. therapy. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned. Students will meet with the professor in pairs for approximately one hour per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks.

Format: tutorial. Evaluations will be based on written work, on oral presentations of that work, and on oral critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to declared and prospective philosophy majors and students committed to taking the tutorial.*

Tutorial meetings to be arranged.

PEDRONI

PHIL 220T(S) Immortality and the Soul in Ancient and Medieval Thought (Same as Religion 282T) (W)

According to a 2003 poll, 84% of Americans believe that the soul survives death. Ideas about immortality and the soul have a long history, and have been at the center some of the major philosophical and religious traditions of

Philosophy

Western culture. The central aim of this course is to examine how some central figures in these traditions think about immortality and the soul. In addition, we will discuss some of the philosophical difficulties that come to the fore when thinking about these issues. Is the immortality of human persons even coherent? What would it mean for an individual to survive her own death? Does belief in the indestructibility of the human soul have ethical implications? What evidence is there for the existence, let alone immortality, of the soul?

Format: tutorial. Requirements: students will be expected to write a short paper every other week, and to give a presentation based on their papers. They will also be expected to write a final paper. We will pay close attention to revising papers in light of peer and instructor feedback. We will also work on critically reading and evaluating texts in the history of philosophy. Readings for the class may include: Homer, Plato, Aristotle, Fragments from the Stoics and Pre-Socratics, Plotinus, Origen, Tertullian, Augustine, Moses Maimonides, Ibn Sina, Averroes, and Aquinas.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Tutorial meetings to be arranged.

MCPARTLAND

PHIL 221 Greek Philosophy (Same as Classics 221) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil221.php)

MCPARTLAND

PHIL 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222 and Psychology 222)

(See under COGS 222 for full description.)

CRUZ

PHIL 225(F) Classics in Western Feminist Thought (Same as Women's and Gender Studies 225) (W)

(See under WGST 225 for full description.)

SAWICKI

PHIL 226 Big Games: The Spiritual Significance of Sports (Same as Religion 279) (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/phil/phil226.php)

DUDLEY

PHIL 227 Death and Dying (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil227.php)

J. PEDRONI

PHIL 228 Feminist Bioethics (Same as Women's and Gender Studies 228) (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil228.php)

J. PEDRONI

PHIL 229 Ethics and Genetics (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil229.php)

J. PEDRONI

PHIL 231 Ancient Political Theory (Same as Political Science 231) (Not offered 2008-2009; to be offered 2009-2010)

(See under PSCI 231 for full description.)

PHIL 232(S) Modern Political Thought (Same as Political Science 232)

(See under PSCI 232 for full description.)

DEVEAUX

PHIL 235T(F) Morality and Partiality: Loyalty, Friendship, Patriotism (W)

The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people — such as friendships, familial ties, love, patriotism — seem to be ethically desirable, central to the quality of our lives, and yet *prima facie* in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression? Philosophical literature on this topic will include Plato and Aristotle on friendship and civic virtues (supplemented by secondary literature), contemporary discussion of the moral value of personal relationships (B. Williams, A. Rorty, D. Velleman, L.A. Bloom, P. Railton) as well as texts on nationalism, patriotism, cosmopolitanism and universal human rights written by contemporary philosophers, sociologists and political theorists (M. Nussbaum, R. Rorty, K.A. Appiah, S. Nathanson, I. Primoratz).

Format: tutorial. Requirements: tutorial pairs will meet with the instructor for one hour a week; each student will write a 5-page paper every second week, and comment on the tutorial partner's paper on alternate weeks. There will be no final paper.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Tutorial meetings to be arranged.

MLADENOVIC

PHIL 236 Contemporary Ethical Theory (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil236.php)

BARRY

PHIL 237 What Does a Work of Art Mean? (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/phil/phil237.php)

GERRARD

PHIL 241T Philosophy of Education: Why Are You Here? (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil241.php)

DUDLEY

PHIL 271T Woman as “Other” (Same as Women’s and Gender Studies 271T) (Not offered 2008-2009; to be offered 2009-2010) (W)
(www.williams.edu/Registrar/catalog/depts/phil/phil271.php)

PHIL 272T(F) Free Will and Responsibility (W)

In moral and legal decisions we hold people responsible for their deliberate actions. This practice seems justified as long as people are free to make the choices that they do. But which criteria must a decision meet in order to qualify as free? Clearly, a free decision must not be the result of external coercion. But must the decision also be free from any outside influence at all? If so then freedom may seem impossible, for we are all deeply influenced by external factors ranging from the general laws of nature to specific features of our genetic endowment and social environment including religion, political ideology, and advertising. These affect not only our particular choices but also, more fundamentally, who we are and what we value. Since it is undeniable that we are pervasively influenced by such forces, the real question is whether, and how, free choice is possible amidst all of these influences. In this course we will examine the best-known recent philosophical attempts to make sense of the nature of free will and responsibility. Since these issues have a direct bearing on which theory of legal punishment we should accept, we will also examine influential theories of punishment. Our focus will be on works by contemporary authors.

Format: tutorial. Requirements: students meet with the instructor in pairs for roughly an hour each week; each student will write a 5- to 6-page paper every other week (6 in all) and comment on his or her tutorial partner’s paper in alternate weeks. Emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing.

Prerequisite: Philosophy 101 or 102, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference will be given to current majors, prospective majors, and students committed to taking the tutorial.*

BARRY

PHIL 273T Hume’s *Treatise of Human Nature* (Not offered 2008-2009) (W)
(www.williams.edu/Registrar/catalog/depts/phil/phil273.php)

MLADENOVIC

PHIL 274T Messing with People: The Ethics of Human Experimentation (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil274.php)

J. PEDRONI

PHIL 280(F) Frege, Russell, and the Early Wittgenstein

The last line of Ludwig Wittgenstein’s *Tractatus* famously reads: “Whereof one cannot speak, thereof one must be silent.” Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of Mathematics*, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*.

While you’re debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.

Format: seminar. Requirements: two short papers (5 pages) and one longer final paper (12-15 pages).

Prerequisite: Philosophy 102. *Expected enrollment: 12-15. Preference give first to Philosophy majors, and then to seniors and juniors of any major.*

Hour: 1:10-2:25 TF

GERRARD

PHIL 281 Philosophy of Religion (Same as Religion 281) (Not offered 2008-2009)
(www.williams.edu/Registrar/catalog/depts/phil/phil281.php)

BARRY

PHIL 282(F) The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Religion 303) (W)

(See under REL 303 for full description.)

HAMMERSCHLAG

PHIL 288(F) Embodied Mind: A Cross-Cultural Exploration (Same as Religion 288)
(See under REL 288 for full description.)

DREYFUS

PHIL 290(S) The Philosophy and Economics of Higher Education (Same as Economics 214 and INTR 290) (W)

Students compete ferociously for the opportunity to pay large sums of money for the privilege of attending Williams College. The value of the educational experience they receive is usually taken to be self-evident. Less obvious, however, are the nature of education, and the factors that determine how much it costs, who has access to it, and how successful it is.

This interdisciplinary seminar will explore both the philosophy and the economics of higher education. Which purposes can and should college serve? Which curricular and extra-curricular programs best accomplish those purposes? How can we measure and evaluate the effects of policies concerning college admission, pricing, and financial aid? How can we assess and enhance educational productivity?

Students will read and discuss texts in the philosophy of education, while also learning to apply economic theory and econometric techniques to the analysis of educational issues.

Format: lecture/discussion. Requirements: Evaluation will be based upon the writing and revision of three 8-page papers, as well as the quality of contributions to class discussion.

Prerequisites: Economics 110 and at least one philosophy course. *Enrollment limit: 19 (expected: 19). Preference*

Philosophy

given to sophomores intending to or juniors majoring in either philosophy or economics.

Students will get credit for one philosophy course, which fulfills one-semester of the Division II requirement.

Hour: 11:00-12:15 MWF

DUDLEY and SCHAPIRO

PHIL 301(S) Textual Meaning and Interpretation (Same as Linguistics 330) (W)

Early philosophy of language focused on meaning of assertions, denials and descriptions. However, this approach is too narrow, since people use language to do a myriad of things: to ask, demand, promise, praise, blame, threaten, command, insinuate, evoke, express feelings, and sometimes just to play. The philosophical study of what we do in language, and how we understand one another, is called pragmatics; within the analytic tradition, the main philosophical contributions to the study of pragmatics in language came from Peirce, Wittgenstein, Austin, Grice and Searle. Other philosophers and literary theorists have used some of their ideas recently to throw light on the nature of textual meaning and the interpretation of literary texts. We shall first explore the salient features of the pragmatic approaches to language, paying special attention to Austin's notion of illocutionary force and Grice's notion of non-natural meaning. We will then examine how these notions may be exploited in the consideration of various long-standing issues in the theory of literary interpretation. We will discuss the importance of specific genre conventions and broader contextual matters to the interpretation of literary texts (along the lines suggested by Quentin Skinner); the possibility of using intention to rule out mistaken and arrive at acceptable interpretations, if not a single correct interpretation (a possibility denied by such relativists as Stanley Fish); the use and meaning of metaphors; and the host of questions surrounding the "intentional fallacy" (the alleged result of invoking authorial intention to determine textual meaning).

Format: seminar. Requirements: class participation, 10 short weekly response papers, and 2 longer (5-7 page) papers.

Prerequisites: Philosophy 102 or 103. Enrollment limit: 19 (expected: 6-10). Open to all students, preference given to philosophy majors.

Hour: 2:35-3:50 MR

MLADENOVIC

PHIL 304T(S) Authenticity: From Rousseau to Poststructuralism (W)

The eighteenth-century aesthete Edward Young once asked: "Born originals, how comes it to pass we die copies?" In the same century, Jean-Jacques Rousseau answers this question about the origins of authenticity by charting the individual's "fall" into society; that is, into artifice, hypocrisy, vanity, and conformism. This tutorial begins with Rousseau's reflections on authentic individuality as they are developed in several of his works. We then trace the idea of authenticity (as an aesthetic and ethical category) in both literary and philosophical texts associated with romanticism, existentialism, Marxian critical theory, and the self-analysis of the psychoanalytic tradition. We conclude with recent challenges to the coherence, viability, and value of the ideal of authenticity as it applies not only to individuality, but also to group identities and "artifacts". Themes and questions investigated include the following: (1) Must "authenticity" refer to some notion of an innate core or deep self? Are there other terms in which we can imagine "being ourselves"?; (2) Can one adopt authenticity as a project?; (3) Does being authentic require that one defy social conventions in favor of the "natural" or "instinctual"? Is it compatible with adopting conventional roles or forms of selfhood, with belonging to a community, with being "civilized" or with an artful self-styling?; (4) What impact do the rise of bourgeois society, the machine age, consumerism, and mass media have on the possibilities for authenticity?; (5) Is the voice and style of authenticity necessarily simple, direct, and sincere?; (6) Are particular versions of the ideal of authenticity either gender- or racially-inflected?

Students will work with partners. Each student will write and present orally an essay of 5-6 pages every other week on an assigned topic in the reading for that week. Students not presenting an essay will offer critiques of their partner's essay.

Format: tutorial. Evaluation will be based on written work, oral presentation of essays, and critiques.

Prerequisite: one course in Philosophy or permission of instructor. Enrollment limit: 10.

Tutorial meetings to be arranged.

SAWICKI

PHIL 305 Existentialism and Phenomenology (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil305.php)

SAWICKI

PHIL 307(F) Exploring Creativity (Same as ArtS 309, EXPR 309, Mathematics 309 and Music 309)

(See under EXPR 309 for full description.)

BURGER

PHIL 308(S) Wittgenstein's Philosophical Investigations

Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived—passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the "earlier Wittgenstein," the Wittgenstein of the *Investigations* is known as the "later Wittgenstein." This course is an intensive, line-by-line study of the *Investigations*—one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on late-twentieth-century philosophy and intellectual culture, any book which contains the remark, "if a lion could talk, we could not understand him," deserves serious attention.

Format: lecture/discussion. Requirements: one short midterm paper (5-7 pages) and one longer final paper (12-15 pages).

Prerequisites: Philosophy 102. Philosophy 202 or another course in analytic philosophy highly recommended. Enrollment limit: 15 (expected: 12-15). Preference given to majors, prospective majors, and students firmly committed to the course.

Hour: 1:10-2:25 TF

GERRARD

PHIL 309 Kant (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/phil/phil309.php)

DUDLEY

PHIL 310(S) Evil

What is evil, and why does it exist? Can nature be evil, or is all evil attributable to the freely willed actions of human beings? Is evil compatible with God, or is it a powerful argument for atheism? Can evil be understood, or is it necessarily incomprehensible? These persistent and perplexing questions, which arise from the suffering of people in every time and place, have drawn the sustained attention of the greatest thinkers in the Western philosophical tradition. This course will examine some of the most important and influential responses to the problems that the existence of evil poses. We will begin with Leibniz, who coined the term "theodicy" to name the project of defending God from the charge that a truly perfect being could not have created a world that contains evil. Other authors to be considered may include: Rousseau, Kant, Hegel, Marx, Voltaire, Hume, Schopenhauer, Nietzsche, Freud, Camus, and Arendt. In the course of our reflections we will discuss some of the events that make evil not merely an intellectual challenge, but also an immediate and pressing practical concern, including Auschwitz, 9/11, and Hurricane Katrina.

Format: discussion. Requirements: several short assignments, final research paper, attendance, and participation. Prerequisites: Philosophy 101 or 102. *Enrollment limit: 19 (expected: 19). Preference to students majoring or intending to major in philosophy.*

Hour: 9:55-11:10 TR

DUDLEY

PHIL 313T (formerly AFR 323T) The Origins of Totalitarianism (Same as INTR 313T and Political Science 313T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under INTR 313 for full description.)

JAMES

PHIL 317 The Philosophy of Hilary Putnam (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/phil/phil317.php)

GERRARD

PHIL 327T Foucault: Power, Bodies, Pleasures (Same as Women's and Gender Studies 327T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil327.php)

SAWICKI

PHIL 330(F) Plato (Same as Classics 330) (W)

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

Format: lecture/discussion. This class will be a roughly equal mixture of lectures, student presentations, and seminar discussion. Requirements: students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts.

Prerequisites: Philosophy 101, Philosophy 102 or permission of instructor. (A prior course in logic will be extremely helpful, but is not necessary.) *Enrollment limit: 15 (expected: 15). Preference given to upper-level philosophy and classics majors. This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 9:55-11:10 TR

MCPARTLAND

PHIL 331(S) Contemporary Epistemology (W)

Epistemology is one of the core areas of philosophical reflection. In this course, we will study the literature in contemporary philosophy on the nature of knowledge and rational belief. Epistemologists seek answers to the following kinds of questions:

—When is it rational to have a particular belief?

—What is knowledge (as opposed to mere opinion)?

—In order to be justified in holding a belief, must someone know (or believe) that she is justified in holding that belief?

—What, if anything, justifies our scientific knowledge?

These questions are typically asked within a framework where the overarching goal is attaining truth and avoiding falsity. Beyond this common ground, however, epistemologists are much divided. Some maintain that these issues are solely the provinces of philosophy, using traditional a priori methods. Others maintain that these questions will only yield to methods that incorporate our broader insight into the nature of the world including, perhaps, feminist thought or science. Both stances face severe difficulties. Further, even where there is agreement as to the proper way of answering epistemological questions, there is a stunning variety of possible answers to each question. The syllabus can be found at: http://www.williams.edu/philosophy/fourth_layer/faculty_pages/cruz/courses/episty.html

Format: seminar. Requirements: short writing assignments each week, and a final paper written in several drafts. Prerequisites: Philosophy 102 or permission of the instructor. *Enrollment limit: 19 (expected: 5-12). Preference given to Philosophy, Psychology, Linguistics, and Computer Science majors.*

Hour: 1:10-3:50 W

CRUZ

PHIL 332 Aristotle (Same as Classics 332) (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/phil/phil332.php)

MCPARTLAND

PHIL 335(S) Contemporary Metaethics (W)

We often speak as if moral judgments can be true or false, well-reasoned or not. But how should objectivity in this domain be understood? Is moral objectivity like scientific objectivity, assuming we have a clear sense of what that

Philosophy

involves? If not, should that concern us? Are there other models for understanding moral objectivity besides science? While answers to such questions are implicit in historically important accounts of morality, these issues became the topic of explicit, sustained debate in the twentieth century. Our focus will be on the most recent and sophisticated work in this area. We will examine several different approaches in depth, including realism, constructivism, expressivism, and skepticism. Readings will include works by Moore, Stevenson, Harman, Mackie, Railton, Boyd, Blackburn, Williams, McDowell, Korsgaard, and Nagel.
 Format: seminar. Requirements: final paper, several shorter assignments, attendance and participation.
 Prerequisites: Philosophy 101 required; one 200- or 300-level Philosophy course is recommended. *Enrollment limit: 19 (expected: 5-15). Preference given to Philosophy majors and those considering the Philosophy major.*
 Hour: 11:20-12:35 TR
 BARRY

PHIL 337 Justice in Health Care (Not offered 2008-2009)
 (www.williams.edu/Registrar/catalog/depts/phil/phil337.php)

PHIL 340 Contemporary Metaphysics (Not offered 2008-2009) (W)
 (www.williams.edu/Registrar/catalog/depts/phil/phil340.php)

MCPARTLAND

PHIL 350T(S) Beauty (W)

Until modernity, there was widespread agreement among philosophers that beauty is the fundamental aesthetic value, that beauty is real, and that beauty is present in nature as well as in works of art. Since the 17th century, these traditional views have weakened. Increasingly many artistic and aesthetic values have been distinguished from beauty (these include sublimity and ugliness), all such values are often deemed to be subjective—"in the eye of the beholder"—and many philosophers restrict aesthetic values to works of art (or only to experiences of works of art). This tutorial is devoted to an examination of these and related issues: among aesthetic and artistic values, what status should we accord to beauty? To what degree, if any, is beauty (and are, perhaps, other aesthetic values) matters of fact rather than merely of opinion? Is there aesthetic value only in—or is there aesthetic experience only of—works of art? Is there no beauty in nature, or in experiences of nature?

Format: tutorial. Requirements/Method of Evaluation: students will meet as paired. Each week, on the basis of assigned readings, one student in each pair will write and present a paper of 6-8 pages, the other student will respond, and the two will discuss both issues addressed in the paper and other issues from the readings. Criteria for evaluation are quality of papers, quality of presentations, quality of responses, and quality of discussions.

Prerequisites: Philosophy 101 or 102 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to actual and potential philosophy majors.*

Tutorial meetings to be arranged.

WHITE

PHIL 360(S) The Political Thought of Frantz Fanon (Same as Africana Studies 402 and Political Science 360)

(See under AFR 402 for full description.)

ROBERTS

PHIL 379 American Pragmatism (Same as American Studies 379) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/phil/phil379.php)

GERRARD

PHIL 380 Relativism (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil380.php)

MLADENOVIC

PHIL 388T Consciousness (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil388.php)

CRUZ

PHIL 393 Hegel: Freedom and History (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/phil/phil393.php)

DUDLEY

PHIL 401(F) Senior Seminar: Truth and Rationality

Humans take pride in being rational animals: we define ourselves, in no small part, by our capacity to offer and evaluate reasons in support of our theoretical and practical commitments. The attempt to justify our beliefs and practices makes us concerned with the truth. What we should think and how we should live depend upon what is true about the world and ourselves. But what is the truth, and how can we know it? What are the criteria of rational belief and action? These questions, which have defined philosophy since its inception, remain central to, and hotly contested within, every area of philosophical inquiry. This seminar will begin with some of the best and most influential contemporary work on truth and rationality. Students will then have the opportunity to pursue the particular aspects of these general themes that are of greatest interest to them. Students will be responsible for presentations on the assigned readings, and for the development of a final paper involving independent research.

Format: seminar. Requirements: several short assignments, final paper, attendance and participation.

Enrollment limited to senior Philosophy majors.

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

DUDLEY

PHIL 491(F)-W30 Senior Essay

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

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

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

PHIL 497(F), 498(S) Independent Study

PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

Chair and Director, HARRY C. SHEEHY III

Assistant Professors: W. BARRALE, S. BRYANT, S. BURTON, D. DICENZO, D. DONN, R. FARLEY, P. FARWELL, R. FISHER, E. GREES, K. HERMAN, W. KANGAS, S. KUSTER, Z. LEVY, S. LEWIS, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, J. MOORE, D. PAULSEN, M. PINARD, A. RORKE, M. RUSSO, H. SILVA, A. SWAIN, F. VANDERMEER, P. WELLS*, M. WHALEN. Lecturer: R. VEGA. Instructors: M. CAMPANELLI, K. CALLAHAN-KOCH. Sports Medicine: M. FRAWLEY, L. WILK, R. LANOUE.

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester. Two *different* activities must be completed. Students may sign up for PE classes online.

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	Rock Climbing
Bicycling	Rowing
Broomball	Running
Canoeing	Ski Patrol
Core Training	Skiing (alpine and cross country)
Dance (African, Ballet, Modern)	Snowboarding
Diving	Soccer
Figure Skating	Spinning
Fly Fishing	Squash
Golf	Swimming
Horseback Riding	Tae Kwon Do
Ice Climbing	Telemarking
Kayaking	Tennis
Lifetime Fitness	Trail Crew
Martial Arts	Volleyball
Method Matwork, Pilates based	Water Aerobics
Mountain Biking	Weight Training
Muscle Fitness	Wellness
Outdoor Living Skills	Wilderness Leadership
Paddle Tennis	Women's Self Defense
Plyometrics	Yoga

PHYSICS (Div. III)

Chair, Professor SARAH BOLTON

Professors: S. BOLTON, K. JONES**, MAJUMDER, STRAIT, WOOTTERS. Associate Professors: AALBERTS*. Assistant Professors: LOPES, STRAUCH, TUCKER-SMITH. Lecturer: BABCOCK. Laboratory Supervisor: FORKEY.

What is light? How does a transistor work? What is a black hole? Why are metals shiny? What is the wave/particle duality? There are people for whom questions like these are of more than passing interest; some of them become Physics or Astrophysics majors. A physics student experiments with the phenomena by which the physical world is known and explores the mathematical techniques and theories that make sense of it. A Physics or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving insight into the fundamental principles of nature.

ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under "Astronomy," along with a description of the Astronomy major also offered by that department (see page 94).

PHYSICS MAJOR

Introductory courses

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141:

Physics

1) Physics 131 *Particles and Waves*. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving “word problems” that require calculus.

2) Physics 141 *Particles and Waves—Enriched*. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 103, 104, and 105 or 106). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

Advanced Placement

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

Requirements for the Major

A total of ten courses in physics and mathematics are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses.

Required Physics Sequence Courses

Physics 141 Particles and Waves—Enriched
or Physics 131 Particles and Waves
Physics 142 Foundations of Modern Physics
or Physics 151 Seminar in Modern Physics
Physics 201 Electricity and Magnetism
Physics 202 Waves and Optics
Physics 210 Mathematical Methods for Scientists
Physics 301 Quantum Physics
Physics 302 Statistical Physics

Required Mathematics Course

Mathematics 105 Multivariable Calculus or Mathematics 106 Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 105 or 106 taken elsewhere.

At least two more physics or other approved courses must be taken, bringing the total number of courses for the major to ten.

Options

- 1) Mathematics 104 may be counted if taken at Williams
- 2) Mathematics 209 may substitute for Physics 210.
- 3) Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see “advanced placement” above).
- 4) An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.
- 5) Two approved Division III courses above the introductory level may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.
- 6) Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

Preparation for Advanced Study

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

Physics 402T Applications of Quantum Mechanics
Physics 405T Electromagnetic Theory
Physics 411T Classical Mechanics

Advising

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the

department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to participate in departmental colloquium talks.

STUDY ABROAD

The physics community is international in scope and a career in physics (or a related field) can provide many opportunities for travel and contact with individuals from outside the United States. The physics major at Williams is a carefully structured four-year program designed to prepare students who are so inclined for graduate study at leading research institutions. While it is possible to complete the major requirements in three years, such a major will not usually not lead to further study in the field. With careful early planning on the part of a student, and close consultation with the department chair, it is possible to complete a strong major and still study abroad provided the foreign institution can provide courses which reasonably substitute or supplement those in the Williams major program.

OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see *Introductory Courses* above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one semester courses designed for non-majors. This year there are three such offerings: Physics 107, 108 and Physics 109.

PHYS 107(F) Newton, Einstein, and Beyond (Q)

This course follows a quest to understand the nature of space, time, matter, and energy, one that continues to this day. We will focus on two scientific theories that revolutionized our understanding of the physical world, Newtonian mechanics (developed in the late 17th century) and Einstein's special relativity (developed in the early 20th century). As we explore these theories, we will pay special attention to the very different stories they tell about space and time. We will conclude the semester by touching upon recent developments in cosmology, where observations have led to dramatic surprises about the make-up of our universe, and particle physics, where the Large Hadron Collider experiment is poised to extend our understanding of nature to higher energies and shorter distances.

This course is intended for students whose primary interests lie outside of the natural sciences and mathematics. The mathematics used will be algebra and trigonometry. Every student will have three meetings every week. Some weeks the three meetings will be lectures (MWF 10-10:50), other weeks there will be two lectures (MF 10-10:50), and one conference section.

Format: lecture, three hours per week; problem-solving conference section, one hour per week. Evaluation will be based on weekly problem sets, quizzes, two midterms, and a final exam, all with a significant quantitative component (see the description of the QFR requirement).

No prerequisites. *Enrollment limit: 100 (expected: 70). Preference given to students based on seniority.*

Hour: 10:00-10:50 MF Conferences: 10-10:50 W; 1-1:50 T,R TUCKER-SMITH

PHYS 108(S) Energy Science and Technology (Same as Environmental Studies 108) (Q)

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Format: lecture once a week plus weekly conference section. Evaluation will be based on weekly assignments, quizzes, two hour tests, and a final project. All of these will be substantially quantitative.

No prerequisites. This course will make use of quantitative arguments and an acquaintance with high school physics and chemistry will prove helpful. *Enrollment limit: 40 (expected: 30).*

Hour: 1:10-2:25 M Conferences: 1:10-2:25 R, 2:35-3:50 R STRAIT

PHYS 109(S) 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. Each student will attend the Thursday lecture plus one conference section weekly. Evaluation will be based on class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component.

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

Hour: 9:55-11:10 R Conferences: 9:55-11:10 T, 2:35-3:50 T MAJUMDER

Physics

PHYS 131(F) Particles and Waves (Q)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces; Newton's laws; energy and momentum; and gravitation. The physics of extended objects and of fluids also will be discussed briefly. We finally turn to the basic properties of waves, such as interference and polarization, with emphasis on light waves. This course is intended for students who have not studied physics before or who have had some physics, but are not comfortable solving "word problems" that require calculus. Students who scored 4 or 5 on the AP Physics B exam or on the AP Physics C (mechanics) exam, or 6 or 7 on the IB Physics HL exam may not take this course. These students and others with strong backgrounds in the sciences are encouraged to consider taking Physics 141 instead. Physics 131 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, hour tests, labs, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 103. *No enrollment limit (expected: 60).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

STRAIT

PHYS 132(S) Electromagnetism and the Physics of Matter (Q)

This course is intended as the second half of a one-year survey of physics. In the first half of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields, and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted in a discussion of Faraday's Law of Induction. In the second half of the semester, we introduce several of the most central topics in twentieth-century physics. We will discuss Einstein's theory of special relativity as well as aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, labs, hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 131 or 141 or permission of instructor, and Mathematics 103. *No enrollment limit (expected: 60).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

STRAUCH

PHYS 141(F) Particles and Waves—Enriched (Q)

This course covers the same topics as Physics 131, but with a higher level of mathematical sophistication and more emphasis on waves. It is intended for students with solid backgrounds in the sciences, either from high school or college, who feel comfortable solving "word problems" that require calculus. Physics 141 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly problem sets, quizzes and hour tests, and labs, all of which have a substantial quantitative component.

Prerequisites: high school physics and Mathematics 103 (or equivalent placement). *No enrollment limit (expected: 50).*

Hour: 11:00-11:50 MWF

Lab: 1-4 T,W,R

LOPES

PHYS 142(S) Foundations of Modern Physics (Q)

The twentieth century was an extremely productive and exciting time for physics. Special relativity has extended physics into the realm of high speeds and high energies. Quantum mechanics has successfully described phenomena at small energies and small distance scales. Our understanding of atoms, molecules, and solids has developed from a few revolutionary ideas into a sophisticated framework which today supports technologies that were unimaginable in 1900. This course will introduce many important developments in physics, including special relativity, Schrodinger's wave mechanics, the quantum mechanical understanding of the periodic table and the theory of energy bands in solids.

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 141 and Mathematics 103, or equivalent; students may not take both Physics 142 and Physics 151. Physics 131 may substitute for Physics 141 with the permission of instructor. *No enrollment limit (expected: 30).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T

WOOTTERS

PHYS 151(F) Seminar in Modern Physics (Q)

Why does a hot coal glow red rather than blue or green or some other color? Remarkably, this simple question could not be answered before the year 1900, because the answer depends on a radical assumption introduced in that year by Max Planck. His work on thermal radiation marked the beginning of a revolutionary era in the history of physics that culminated in a new framework for our understanding of the physical world. Relativity, quantum mechanics, and statistical physics are the pillars of the modern framework, and constitute the core of this course. As we study this material, we will also be exploring the process of research in physics, partly by doing some experiments of our own. We will discuss the interaction between experiment and theory, as well as the roles of simplicity, elegance, and unity in the search for explanations. This is a small seminar designed for first-year students who have placed out of Physics 141.

Format: lecture/discussion, three hours per week; laboratory, every other week. Evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component.

Physics

Prerequisites: placement by the department (see advanced placement above). Students may take either Physics 142 or Physics 151 but not both. *Enrollment limit: 18 (expected: 18).*
 Hour: 11:00-11:50 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 electrostatics, magnetic fields, and electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. We also introduce Maxwell's equations, which express in remarkably succinct form the essence of the theory.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based weekly quizzes, problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Mathematics 105 or 106. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,T

MAJUMDER

PHYS 202(S) Waves and Optics (Q)

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisite: Physics 201. Co-requisite: Physics/Mathematics 210 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,W

LOPES

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 Mathematica will be offered for students who are not already familiar with this computational tool.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets and several in-class exams, all of which have a substantial quantitative component.

Prerequisites: Mathematics 105 or 106 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

TUCKER-SMITH

PHYS 301(F) Quantum Physics (Q)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

Lab: 1-4 T,W,R

S. BOLTON

PHYS 302(S) Statistical Physics (Q)

You understand the interactions among fundamental particles (Newton's and Coulomb's laws, the Schrodinger equation, etc.) but how do these interactions determine the behavior of macroscopic objects, which are made up of huge numbers of such particles? This is a rather critical question for understanding the world around us. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gasses, heat engines, magnets, and electrons in solids.

Format: lecture/discussion, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Physics 210, Physics 301. *No enrollment limit (expected: 15).*

Hour: 11:20-12:35 TR

Lab: 1:10-3:50 W

S. BOLTON

PHYS 315 Computational Biology (Same as Computer Science 315 and INTR 315) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys315.php)

AALBERTS

PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Q)

Living in the early decades of the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. We begin this course by studying the history of this sub-

Physics, Political Economy

ject, including, for example, the story of the enigma code from World War II. We then examine some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. Looking ahead by a decade or more, we show how a "quantum computer" could crack any RSA code in short order, and how quantum cryptographic devices will achieve security through the Heisenberg uncertainty principle.

Evaluation will be based on homework sets and exams.

Prerequisites: Physics 210 or Mathematics 211 (possibly concurrent) or permission of the instructors. (Students not satisfying the course prerequisites but who have completed Mathematics 209 or Mathematics 251 are particularly encouraged to ask to be admitted.)

Hour: 11:00-11:50 MWF

WOOTTERS and LOEPP

PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Mathematics 319) (Q)

(See under BIOL 319 for full description.)

BANTA

PHYS 332 (formerly 318) Materials Science: The Chemistry and Physics of Materials (Same as Chemistry 332) (Not offered 2008-2009; to be offered 2009-2010) (Q)

(See under CHEM 332 for full description.)

PHYS 402T(S) Applications of Quantum Mechanics (Q)

This course will explore a number of important topics in quantum mechanics such as perturbation theory and the semiclassical interaction of atoms and radiation. Research or review articles from the physics literature will be assigned to supplement standard texts and to help motivate discussion. Applications and examples will be taken mostly from atomic physics with some discussion of precision measurements and fundamental symmetries.

The class as a whole will meet once a week for 50 minutes to discuss questions on the reading. Each student will also be assigned to a tutorial meeting with the instructor and one or two other students, at which the students will take turns presenting solutions to assigned problems. Written solutions to selected problems will be due a few days later.

Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 301. *Enrollment limit: 20 (expected: 10).*

Hour: 1:10-2:25 F

K. JONES

PHYS 405T Electromagnetic Theory (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys405.php)

WOOTTERS

PHYS 411T(F) Classical Mechanics (Q)

The course will investigate advanced topics in classical mechanics including phase space plots, non-linear oscillators, numerical solutions, approximation methods, the calculus of variations, the Lagrangian and Hamiltonian reformulations of mechanics, rotating frames of reference (with emphasis on the implications for physics on the Earth) and scattering cross sections. The carry over of ideas developed in the context of classical mechanics into other areas of physics will be explored. The class as a whole will meet once per week for an introductory lecture/discussion. A second tutorial meeting between the instructor and a pair of students will be scheduled later in the week. Students will take turns working and discussing problems at the chalkboard. Written solutions will be due later in the week.

Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 20 (expected: 10).*

Hour: 1:10-2:25 F

STRAUCH

PHYS 418 Gravity (Not offered 2008-2009; to be offered 2009-2010) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys418.php)

TUCKER-SMITH

PHYS 493(F)-W31, W31-494(S) Senior Research

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Prerequisites: permission of the department. *Senior course.*

Hour: TBA

S. BOLTON

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

(See under ASPH 493 for full description.)

PHYS 497(F), 498(S) Independent Study

Hour: TBA

S. BOLTON

POLITICAL ECONOMY (Div. II)

Chair, Professor JAMES E. MAHON

Advisory Committee: Professors: D. GOLLIN, S. SHEPPARD, C. JOHNSON, MAHON. Associate Professor: PAUL.

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in the shaping of public policy. The major includes substantial study of the central analytical approaches in both political science and economics and seeks to surmount the sometimes artificial barriers of spe-

Political Economy

cialization that may characterize either discipline taken by itself. In the junior and senior years a conscious merging of the approaches in the two fields is undertaken in the three required Political Economy courses. (These courses are designed by, and usually are taught jointly by, political scientists and economists.) Political Economy 301 examines major writings in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines interactions of international and domestic forces in contemporary issues. Political Economy 402 asks students to research and make proposals in policy areas of current importance. Background for these senior courses is acquired through courses in international economics, public finance, and domestic and international/comparative politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement and thus a requirement for the major.

MAJOR

Economics 110 Principles of Microeconomics
Economics 120 Principles of Macroeconomics
Economics/Political Economy 253 Empirical Methods in Political Economy
or Economics 255 Econometrics
Political Science 201 Power, Politics, and Democracy in America
or Political Science 203 Introduction to Political Theory
Political Science 202 World Politics: An Introduction to International Relations
or Political Science 204 Introduction to Comparative Politics
Political Economy 301/Economics 299/Political Science 333 Economic Liberalism and Its Critics
(NOTE: students may not take all three of the following electives in the same department.)
One Comparative Political Economy/General Public Policy course:
Economics 204 Economic Development in Poor Countries
or Economics 209 Labor Economics
or Economics 213 Natural Resource Economics
or Economics 221 Economics of the Environment
or Economics 503 Public Economics
or Political Science 270T Environmental Policy
One U.S. Political Economy and Public Policy course:
Political Science 209 Poverty in America
or Political Science 216 Constitutional Law I: Structures of Power
or Political Science 217 Constitutional Law II: Rights
or Political Science 218 The Presidency
or Political Science 317 Environmental Law
or Economics 205 Public Economics
or Economics 230 Economics of Health and Health Care
One International Political Economy course:
Political Science 229 Global Political Economy
or Political Science 223 International Law
or Political Science 327 Global Politics of Development and Underdevelopment
or Economics 215 International Trade, Globalization, and Its Effects
or Economics 360 International Monetary Economics
or Economics 507 International Trade and Development
Political Economy 401 Politics of the International Economy
Political Economy 402 Political Economy of Public Policy Issues

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair before spring registration. Written guidelines for such proposals are available in the chair's office or on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline should be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in early summer, when spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

STUDY ABROAD

Despite the fact that Political Economy requires more courses than the typical major, plenty of Political Economy majors go abroad. Since the most popular time to take POEC 301 is the fall of the junior year, if you're thinking of spending only one semester abroad, Spring is the better choice. But lots of students go away for the Fall or

Political Economy, Political Science

the whole year. Political Economy majors have often been overrepresented in Williams at Oxford. If you do go abroad in the fall, you may take POEC 301 in your sophomore or senior years. The former is preferable (POEC 301 is not too hard for sophs) but the latter is more common, mainly because many people don't decide to become POEC majors in time. You'll probably want to get some major credits when abroad. The easiest to get are upper-level electives in political science and economics. Most programs for US students in Europe have a political science course on the EU, which is a good fit. We recommend against taking econometrics abroad.

COURSE NUMBERING SYSTEM

The numbering system for courses offered and required in Political Economy is identical to the system outlined on page 45.

POEC 253(F) Empirical Methods in Political Economy (Same as Economics 253) (Q)

(See under ECON 253 for full description.)

SHORE-SHEPPARD

POEC 301(F) Economic Liberalism and Its Critics (Same as Economics 299 and Political Science 333)

Economic liberalism holds that, if left alone by government, people will make mutually beneficial transactions with one another, leaving society better off. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Stuart Mill, R. H. Tawney, and John Maynard Keynes. The second part considers more recent writings that revise and critique liberalism from a variety of perspectives. The historical focus of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy, while classroom discussion involves frequent reference to current public policy issues.

Format: discussion/lecture. Requirements: eight 2-page papers and a final exam.

Prerequisites: one course in Economics and *either* Political Science 201 *or* 203 *or* AP credit in American Politics (or permission of instructor). *Enrollment limit: 35 (expected: 32). Preference given to Political Economy majors and sophomores intending a Political Economy major.*

Required in the Political Economy major but open to non-majors.

Hour: 11:20-12:35 TR

GOLLIN 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) Contemporary Problems in Political Economy

This course examines contemporary problems in political economy at and across diverse spatial scales. Using both Economics and Political Science methods of analysis, we will study the exercise of power and the accumulation of wealth in the world today as well as central public policy debates around those processes. We begin with a sweeping historical overview of the past century. Then we move through three course sections organized around contemporary problems at three distinct scales: the global political economy, the United States political economy, and comparative political economy with an emphasis on the advanced capitalist countries. The goal of this course is both to build upon theoretical debates encountered in POEC 301 as well as to prepare students for the public policy analysis they will do in POEC 402.

Format: seminar. Requirements: one 3- to 4-page book review; three 8- to 10-page papers.

Prerequisites: Economics 110 and 120; Political Science 202 or 204, or equivalent. *Enrollment limit: 20 (expected: 15). Preference given to Political Economy majors. Required in the Political Economy major but open to non-majors.*

Hour: 1:10-2:25 TF

ROLLEIGH and PAUL

POEC 402(S) Political Economy of Public Policy Issues

The core of this course consists of analyses by student study groups of current issues of public policy. The student groups investigate the interacting political and economic aspects of an issue, do extensive reading, conduct interviews in Washington (during spring recess) with public and private officials, write a major report on their findings and recommendations, and defend it orally in a public session.

Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Format: seminar with student presentations.

Prerequisites: Economics 253 or 255; satisfaction of the U.S. Political Economy and Public Policy course requirement (see list of major requirements above), prior or concurrently.

Required in the major and open only to Political Economy majors.

Hour: 1:10-2:25 MR

MARCUS and WILSON

POEC 493(F)-W31 Honors Thesis

POLITICAL SCIENCE (Div. II)

Chair, Professor CATHY M. JOHNSON

Professors: CRANE, C. JOHNSON, MACDONALD, MAHON, MARCUS, MCALLISTER***, M. REINHARDT, SHANKS*, A. WILLINGHAM. Associate Professors: M. DEVEAUX, PAUL. Assistant Professors: P. MACDONALD, MARASCO, MELLOW***, MUNEMO. Visiting Assistant Professor: MOORE. Adjunct Professor: JAMES.

Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their

members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightfully or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own foci. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

MAJOR

SUBFIELD CONCENTRATION ROUTE: Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student's subfield. Students selecting political theory as their subfield concentration must take Political Science 231 or Political Science 232 as one of their four subfield courses, in addition to taking Political Science 203 and prior to taking Political Science 430. (A degree with honors in Political Science requires enrollment in the year-long senior thesis seminar, which does not count toward the nine (9) major requirements.) With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all courses at the 100 level and all methods courses also count toward the breadth requirement). The faculty advisor and the department chair must approve the student plan.

INDIVIDUAL CONCENTRATION ROUTE: Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has his or her choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan.

ADVISEMENT

When a student chooses to major in Political Science (usually at the end of the sophomore year), he or she may register with any Political Science faculty member at the designated time and places. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired by the end of the sophomore year with an advisor who will continue with them through graduation.

COURSE NUMBERING

The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives. The 200-level courses are divided between our core courses and our electives. The core courses, numbered from 201-204, serve as introductions both to the substance of the politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200-level elective courses delve into political processes, problems and philosophies. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized and require prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors if space permits.

WINTER STUDY PROJECT

The department welcomes relevant WSP 99 proposals that can make important contributions to the student's understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

THE JUNIOR YEAR ABROAD

A major in Political Science can be readily and usefully combined with study in a foreign country. No more than one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

THE DEGREE WITH HONORS IN POLITICAL SCIENCE

The Political Science Department grants honors to candidates who, (1) complete the Senior Seminar, (2) receive at least a grade of 3.50 on a Senior Thesis (493-W31-494), and (3) have a minimum GPA of 3.5 in Political Science.

To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, and (3) have a minimum GPA of 3.5 in Political Science for the first six semesters. (Political Science 493-W31-494 DO NOT count toward the total of nine required of all majors.)

ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

Political Science

This unique research course (Political Science 481-W33-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project's promise for creative contributions to the understanding of American politics, political institutions and thought.

PSCI 100(F) Asia and the World (Same as Asian Studies 201 and International Studies 101)

Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary. Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. *Enrollment limit: 35 per section (expected: 35 per section).*

Comparative Politics and International Relations Subfields

Hour: 9:55-11:10 TR, 1:10-2:25 MR

CRANE

PSCI 101 Introduction to Moral and Political Reasoning: Global Justice (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci101.php)

M. DEVEAUX

PSCI 102 Religion and Capitalism (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci102.php)

PAUL

PSCI 103 (formerly AFR 400) Race, Culture, and Incarceration (Same as INTR 103) (Not offered 2008-2009; to be offered 2009-2010)

(See under INTR 103 for full description.)

JAMES

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 to be found in the flaws of the American approach to the world. In this view, America is an arrogant, unilateralist country that ignores the views and perspectives of the rest of the world community, relies far too much on its overwhelming military power, and often acts against its ideals and values by supporting repressive and unpopular regimes. This course has three primary objectives. First, we will assess important critiques of contemporary American foreign policy from both the left and right of the political spectrum. Second, we will examine the historical and intellectual background of both supporters and critics of American foreign policy in the post Vietnam War era. Third, in the aftermath of September 11 we will attempt to answer the most important question of all for any analysis of American foreign policy: What is to be done? While current issues of American foreign policy will be addressed in this class, potential students should note that its primary focus is not on the technical/military elements of combating terrorism.

Format: lecture/discussion. Requirements: assignments will include weekly response papers, two 5- to 7-page papers, and a comprehensive in-class final exam. Students will also be required to obtain (free) online subscriptions to the *New York Times* and other current periodicals.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to first-year students and sophomores.*

International Relations Subfield

Hour: 11:20-12:35 TR

MCALLISTER

PSCI 125(F) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Leadership Studies 125)

(See under LEAD 125 for full description.)

C. CHANDLER

PSCI 201(F,S) Power, Politics, and Democracy in America

Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the Presidency, and the Supreme Court) and the politics of policy-making in the United States. We study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we explore questions such as these: How is power allocated? What produces political change? Is there a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good?

Format: lecture/discussion. Requirements: two papers, one exam, and class participation.

No prerequisites. This is an introductory course, open to all, including first-year students. *Enrollment limit: 35 per section (expected: 35 per section). Preference given to first- and second-year students.*

American Politics Subfield

Hour: 9:55-11:10 TR, 11-12:15 MWF
8:30-9:45 TR

First Semester: A. WILLINGHAM, MOORE
Second Semester: MARCUS

PSCI 202(F,S) World Politics: An Introduction to International Relations

International politics differs from domestic politics in the absence of centralized, legitimate institutions. Anarchy characterizes the world of sovereign states—there is no world government, nor agreement that one is desirable or even possible. This lack of a common authority means that any dispute among countries is up to the countries themselves to settle, by negotiating, appealing to shared norms, or using force. For this reason, while international relations involves many of the same topics that consume domestic politics—ethnic antagonisms, spending on aid,

Political Science

war, national identity, inequality, weapons manufacture, finance, loans, pollution, migration—it shares few of the same processes for dealing with them. This course covers problems central to international relations. It considers the importance that this radical decentralization has for achieving values we hold, and examines processes that might undermine or support the anarchical system in which we live.

Format: lecture. Requirements: midterm paper or exam, final exam, four short papers and class participation.

No prerequisites. This is an introductory course, open to all, including first-year students. *Enrollment limit: 40 per section first semester (expected: 40 per section); 30 per section second semester (expected: 30 per section). Preference given to first-year students.*

International Relations Subfield

Hour: 11:00-12:15 MWF

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

First Semester: PAUL

Second Semester: P. MACDONALD

PSCI 203(F,S) Introduction to Political Theory

Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured? What are the powers and obligations of citizenship? Who should rule? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how we can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain controversial now. This course addresses the controversies, focusing on major works of ancient, modern, and contemporary theory by such authors as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Hegel, Mill, Marx, Nietzsche, Arendt, Rawls, and Foucault. Themes may include authority, obligation, power, war, violence, freedom, justice, equality, democracy, liberalism, capitalism, community, and pluralism, though the emphasis will vary from semester to semester.

Format: lecture/discussion. Requirements: two or three papers; some sections also have a final exam.

No prerequisites. *This is an introductory course, open to all, including first-year students. Enrollment limit: 25 per section (expected 25). Preference given to first- and second-year students.*

Political Theory Subfield

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

11:00-12:15 MWF

First Semester: M. REINHARDT

Second Semester: MARASCO

PSCI 204(F) Introduction to Comparative Politics

To the lay person comparative politics might be described as the study of the centralized, legitimate institutions of domestic governance in countries around the world. In practice, this sub-discipline is motivated by attempts to uncover the social, economic, political and cultural forces that in fact produce marked differences in both the degree and form taken by institutions of domestic governance. For this reason, comparativists tend to ask: What are states and how did they emerge as the dominant political unit? Why are some states weak while others are strong? Why do some states become democratic while others remain authoritarian or totalitarian? Why have some democracies endured yet others have collapsed or seem on the brink of collapse? By addressing each of these questions, this course covers some of the issues central to the study of the politics of countries around the world.

Format: lecture/discussion. Requirements: class participation, four response papers, take-home midterm exam, and final exam.

No prerequisites. This is an introductory course, open to all, including first-year students.

Enrollment limit: 35 per section (expected 35). Preference given to first- and second-year students.

Comparative Politics Subfield

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

MUNEMO

PSCI 205(S) Leaders in Contemporary Conservative Thought (Same as Leadership Studies 205)

(W)

Conservative thinkers claim to be leading an intellectual transformation away from the tired nostrums of liberalism. They see themselves as original, dynamic, serious. This course will read leading conservative political thinkers with a view to identifying their central tenets, both negative and positive. What is it that they oppose and what is it that they support? What, if anything, defines contemporary conservative thinking? Is it a coherent body of thought, a doctrine, or a collection of disparate and conflicting thinkers? What is the relationship of thinkers who emphasize the market, order, and traditional values?

Format: seminar. Requirements: one 3-page paper, one 5- to 7-page paper, and one 12-page paper.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to sophomores, juniors and Political Science majors and Leadership Studies concentrators.*

American and Theory Subfields

Hour: 9:55-11:10 TR

M. MACDONALD

PSCI 206(F) Foundations of Afro-Caribbean Thought (Same as Africana Studies 180)

(See under AFR 180 for full description.)

ROBERTS

PSCI 207(F) Political Elections

Elections in American politics are dynamic events in which many different groups struggle to gain control of political institutions at the local, state, and federal levels. During the campaigns, candidates and their supporters move across the land, appearing on television and radio, and through the printed press. Simultaneously, various organizations and interest groups attempt to gain influence with the candidates and with public opinion by raising money, making endorsements, running political appeals in the various media, and supplying activists to work for the candidates they favor. This course explores the factors that shape the outcome of political elections in America. Among the factors we will consider are the state of the economy, international events, the role of political parties at the state and national levels, the current partisan balance, ideology, media, special interests, money, candidates, the "hot" issues of the moment and long enduring issues, campaign debates, and campaign polling and public opinion. We will consider in detail the 2006 national mid-term elections both for Federal office (President, Senate and House) and for state offices (governors, state legislators).

Political Science

Format: lecture. Requirements: a midterm, a final, and a research paper.

No prerequisites. *Open to first-year students only with Advanced Placement credit in American Politics. Enrollment limit: 35 (expected: 20-24). Preference given to Political Science majors.*

American Politics Subfield

Hour: 11:20-12:35 TR

MARCUS

PSCI 209 Poverty in America (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci209.php)

C. JOHNSON

PSCI 211 Public Opinion and Political Behavior (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci211.php)

MARCUS

PSCI 213(S) Theory and Practice of Civil Rights Protest (Same as Africana Studies 213)

Analysis of the ideas, leadership, tactics, and pivotal episodes of the American Civil Rights Movement. The course will focus on the period from World War II through the 1960s with attention to primary writings about race segregation, civil disobedience, mass political movements, and the conditions that promote or hinder the effective exercise of citizenship rights by racial minorities.

Requirements: a midterm, a paper, and a final exam.

No prerequisites. *Enrollment limit: 39. Open to first-year students with Advanced Placement credit in American Politics.*

American Politics Subfield

Hour: 1:10-2:25 TF

A. WILLINGHAM

PSCI 216 Constitutional Law I: Structures of Power (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci216.php)

MOORE

PSCI 217(S) Constitutional Law II: Rights

Constitutional Law II explores constraints imposed on governmental power by a system of civil rights. Areas examined include equal protection, due process, freedom of speech and religion. Within these and other broad doctrines, countless specific controversies arise. Those we address include abortion, same-sex marriage, affirmative action, flag-burning, and the death penalty. Much of the reading consists of Supreme Court cases, but we will also pay close attention to the broader context surrounding these cases. A recurring question is the relevance of the Court's undemocratic nature. Should the Court see itself as a tribune of the powerless, which must restrain the political branches or, alternatively, should it generally defer to the people's elected representatives? A closely related question involves the extent to which the Court should confine the rights it protects to those specifically listed in the Constitution. Finally, to what extent do and should judges consult their moral or even political views, as opposed to undertaking a more objective, apolitical or distinctly "judicial" analysis, in reaching decisions?

Format: lecture/discussion. Requirements: a midterm, final exam, 8- to 10-page paper, and class participation.

No prerequisites, but open only to those first-year students with Advanced Placement credit in American politics. *Enrollment limit: 35 (expected: 35). Preference to Political Science Majors.*

American Politics Subfield

Hour: 8:30-9:45 MWF

MOORE

PSCI 218(S) The American Presidency (Same as Leadership Studies 218)

To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Format: lecture/discussion.

Requirements: one exam, two short to medium length papers, small group projects, and class participation.

No prerequisites. *Enrollment limit: 24 (expected: 24). Open to first-year students with Advanced Placement credit in American politics. Preference will give given to Political Science majors.*

American Politics Subfield

Hour: 11:20-12:35 TR

MELLOW

PSCI 222 The United States and Latin America (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci222.php)

MAHON

PSCI 223 International Law (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci223.php)

SHANKS

PSCI 225(F) International Security

This course provides an introduction to international security, a field that is fundamentally about how states and non-state actors use force to achieve their political and economic objectives? We will seek answers to questions such as: when do states threaten to use force and for what purposes? Do alliances and multilateral institutions such as the United Nations help promote peace? Does the spread of nuclear weapons make the world a safer or more dangerous place? How do terrorists use violence to realize their objectives and when is it effective? Can intervention in civil wars prevent bloodshed and bring stability to failed states? How will "non-traditional threats" such as environmental scarcity, migration, and climate change shape international security in the twenty-first century?

Political Science

Throughout this course, students will be encouraged to consider the normative question of who should provide security in international politics and who should benefit from this protection.

Format: lecture/discussion. Requirements: midterm exam, one medium length final paper, three short memorandums, in-class debate, and class participation.

No prerequisites. Political Science 202 is recommended. *Enrollment limit: 35 (expected: 35). Preference given to sophomores and political science majors.*

International Relations Subfield

Hour: 2:35-3:50 MR

P. MACDONALD

PSCI 226 Black Women in National Politics, 1964-2004 (Same as INTR 226 and Women's and Gender Studies 226) (Not offered 2008-2009; to be offered 2009-2010)

(See under INTR 226 for full description.)

PSCI 229(S) Global Political Economy

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 seeks to question things we take for granted and make the familiar strange in order to look at the world with new eyes. Toward that end, we begin with an overview of the recent history of globalization, setting the stage for the rest of the course by answering the important question "How did we get here?" Then we progress to the empirical core of the course, examining global trade, global finance and development. Along the way we focus on key issues of theoretical and current political interest, including free trade and its myriad effects, the World Trade Organization, global money politics, debt relief and financial crisis. We conclude the course with a close look at the potentially dangerous imbalances of the global political economy.

Format: lecture/discussion. Requirements: four short papers, final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to political science and political economy majors.*

International Relations Subfield

Hour: 11:00-12:15 MWF

PAUL

PSCI 230 American Political Thought (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci230.php)

PSCI 231 Ancient Political Theory (Same as Philosophy 231) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci231.php)

PSCI 232(S) Modern Political Thought (Same as Philosophy 232)

This course provides a close reading of texts by some of the major thinkers of the early modern and modern period: Niccolò Machiavelli (1469-1527), Thomas Hobbes (1588-1679), John Locke (1632-1704), F. M. de Voltaire (1694-1778), Jean-Jacques Rousseau (1712-1778), Edmund Burke (1729-1797), Mary Wollstonecraft (1759-1797), John Stuart Mill (1806-1873), and Karl Marx (1818-1883). We will look at the contexts in which these thinkers wrote, and the political problems and events to which their writings were (in part) a response. Some of the questions posed by these early thinkers are however still enormously important to politics today, and we will also read these texts with these questions in mind: Are politicians obligated to act honorably and morally, or only to secure the peace and keep office? What is human nature really like, outside of political society? Why should people obey political authority anyway? Who gets to be a citizen, and why? What do citizens owe one another? Should democratic states tolerate groups with highly unorthodox beliefs and practices, and if so, why? How did social and political inequality come about? And does justice require an equitable distribution of power, and of economic resources?

Format: lecture/discussion. Requirements: active class participation, 3 papers (varying from 4-8 pages in length).

No prerequisites. *Enrollment limit: 25 (expected: 21). Preference given to sophomores and political science majors.*

Political Theory Subfield

Hour: 2:35-3:50 MR

DEVEAUX

PSCI 233(F) Marx in Theory

"Philosophers have only interpreted the world, in various ways; the point is to change it." With these words, Karl Marx staged a revolt against the philosophical conceits of his time and furnished the elements of a revolutionary critique of capitalist power. This course provides an introduction to Marx and to the range and complexity of theoretical work that travels under his name. Naturally, we will devote much of our energy to a systematic study of Marx's own writings, from his early philosophical engagement with Hegel to his mature analysis of capitalism. In an effort to reflect on the promises and limitations of Marx's ideas for contemporary political thinking, we will also explore marxist theory in a variety of forms—humanist, dialectical, structuralist, feminist, analytical, psychoanalytic, and postmodern. Students can, therefore, expect to examine Marx's key concepts (alienation, ideology, historical materialism, the division of labor and class conflict, the bourgeois state, commodity fetishism, crisis and contradiction, critical theory and revolutionary praxis) and consider how these concepts have been developed, refined, and reworked by later theorists. Additional thinkers will include, among others, Gramsci, Althusser, Laclau, Zizek, and Negri. Reading assignments for each class will not exceed 40 pages, but these are difficult texts and students should set aside sufficient time to read carefully.

Format: lecture/discussion. Requirements: class discussion and three essays (4-6 pages).

No prerequisites. *Enrollment limit: 25 (expected: 25) Preference given to political science majors and sophomores*

Political Theory Subfield

Hour: 11:20-12:35 TR

MARASCO

Political Science

PSCI 234(S) Rastafari: Dread, Politics, Agency (Same as Africana Studies 302 and Religion 261)
(See under AFR 302 for full description.) ROBERTS

PSCI 235 Multiculturalism and Political Theory (Not offered 2008-2009; to be offered 2009-2010)
(D) DEVEAUX
(www.williams.edu/Registrar/catalog/depts/psci/psci235.php)

PSCI 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/psci/psci239.php) A. WILLINGHAM

PSCI 242 America and the Vietnam War (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/psci/psci242.php) MCALLISTER

PSCI 245 Nationalism in East Asia (Same as Asian Studies 245 and History 318) (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/psci/psci245.php) CRANE

PSCI 247 Political Power in Contemporary China (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/psci/psci247.php) CRANE

PSCI 248T(F) The USA in Comparative Perspective (W)

This course considers politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics of comparison include: the colonial experience and independence; race relations and the African diaspora; nationalism and national identity; war and state-building; American exceptionalism, religion, and foreign policy; the role of political and economic institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.) Along the way, we also read short descriptive accounts by foreign observers, from Crèvecoeur to José Martí, Max Weber, and Sayyid Qutb.

Format: tutorial. A lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week. Requirements: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to sophomores.

American and Comparative Politics Subfields

Hour: 8:30-9:45 MWF

MAHON

PSCI 250(S) Theories of Comparative Politics

This course will deal with the debate between Karl Marx and Max Weber that organizes much of the contemporary study of comparative politics. The course is divided into four sections. First, it begins with a close reading of Marx and Weber and a comparison of their modes of political analysis. It will engage the debate between them about the source and nature of power. What is it, and where does it come from? Is it primarily "material" in content or largely "ideal"? What does each think about the origins of capitalism, and what is at stake theoretically in their respective interpretations? Second, the course will consider how Marx and Weber have influenced 20th century thinking about the relationship between capitalism and modernity. Is modernity intimately linked with capitalism, as Marx would argue, or is it separate from it, as Weber would have it? To get at this question, we will read Karl Polanyi and Barrington Moore in this section. Third, the course will address Marxist and Weberian treatments of states. What are they? Where do states come from? Do they originate in consent? In war? Are they autonomous from or captured by social forces? In this section, we will read Charles Tilly, Theda Skocpol, Alfred Stepan, and Karl Schmitter. Finally, the course will consider what Marx and Weber have to say about the nature and origins of collective political identities (national, ethnic, cultural). What are they and where do they come from? Are they artifacts of the economy, as Marxists suggest, or do they come from states and religions, as Weber has it? To engage these questions, we will read Samuel Huntington, among others.

Format: lecture/discussion. Requirements: three papers.

No prerequisites. Enrollment limit: 18 (expected: 13). Preference given to political science majors. This course is part of the Critical Reasoning and Analytical Skills initiative.

Comparative Politics Subfield

Hour: 11:20-12:35 TR

M. MACDONALD

PSCI 252 Terrorism in Comparative Perspective (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/psci/psci252.php) M. MACDONALD

PSCI 254 Democracy in Comparative Perspective (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/psci/psci254.php) M. MACDONALD

PSCI 256 Politics of Africa (Same as Africana Studies 256) (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/psci/psci256.php)

PSCI 258 Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as Interdisciplinary Studies 110 and International Studies 101) (Not offered 2008-2009; to be offered 2009-2010)
(See under INST 101 for full description.) DARROW and M. MACDONALD

PSCI 260T Realism in Politics (Not offered 2008-2009; to be offered 2009-2010) (W)
(www.williams.edu/Registrar/catalog/depts/psci/psci260.php) M. MACDONALD

PSCI 262 America and the Cold War (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/psci/psci262.php) MCALLISTER

PSCI 264 Politics of Global Tourism (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/psci/psci264.php)

SHANKS

PSCI 265(S) The International Politics of East Asia

This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter-related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek for security and prosperity in a way fundamentally different from the Western system? Is there a single best way to maintain regional order and cooperation across regions? Will a strong China inevitably claim its traditional place under the Sun? Will Japan continue to live as a nation with enormous economic power but no military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? Will North Korea survive? What should be done to dissuade the totalitarian regime in North Korea from acquiring nuclear capabilities and lead it to different paths toward national survival? By the end of the semester, you will gain both a general perspective and substantive knowledge on East Asia.

Format: lecture/discussion. Requirements: midterm exam, team debate, take-home final exam, class participation and other assignments.

No prerequisites. Enrollment limit: 35 (expected: 30). Preference given to Political Science and Asian Studies majors.

International Relations Subfield

Hour: 8:30-9:45 MWF

CRANE

PSCI 269 International Movements and Human Rights (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/psci/psci269.php)

SHANKS

PSCI 285 The Revolutionary Generation: Galaxy of Leaders (Same as History 354 and Leadership Studies 285) (*Not offered 2008-2009; to be offered 2009-2010*)

(See under LEAD 285 for full description.)

DUNN

PSCI 300 Research Design and Methods (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/psci/psci300.php)

SHANKS

PSCI 304(F) Race and the Criminal Justice System

This seminar will consider the role and treatment of racial/ethnic minorities in the criminal justice system. We will examine the historical and theoretical frameworks for understanding the relationship between race, crime, and criminal justice. In so doing, students will become familiar with trends and patterns in criminal offenders by racial/ethnic minorities as well as the systemic response to such behavior. The seminar focus substantively on the (racialization) of criminal social control and the consequences of mass imprisonment for families, communities, and our society. In addition to analyzing important texts in these areas, students will develop new insights on crime and punishment in the black experience through empirical research. We will also discuss public policy in criminal justice with guest speakers from Members of Congress and distinguished academics.

Format: seminar. Requirements: readings, class presentation, book reviews and final research paper.

Prerequisites: one previous course in political science or permission of instructor. Enrollment limit: 20 (expected: 17). Preference given to political science majors.

American Politics Subfield

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

MOORE

PSCI 307(S) Black Politics

This course focuses on the scope of participation by African Americans in the dominant American political system. We will consider the special forms of participation characteristic of black politics, and we will explore the historical evolution of socioeconomic conditions. We will also examine the range of political ideologies associated with black politics and American race relations. A primary goal of the course is to develop reliable concepts of black political culture and behavior along with useful guidelines for assessing the direction and continuity of black politics in the United States.

Format: seminar. Requirements: readings, class presentation, book reviews and final research paper.

Prerequisites: a course in political science or permission of instructor. Enrollment limit: 20 (expected 15). Preference given to political science majors.

American Politics Subfield

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

MOORE

PSCI 308 In Search of the American State (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci308.php)

MELLOW

PSCI 310(F) Political Psychology (Same as Psychology 345)

Political psychology studies human nature to better understand the possibilities and limitations of politics. For example, many political philosophers begin their political programs by asserting some foundational claims about "human nature." These claims are then used to support their vision of politics. Claims about progress often presume that human nature will be improved by implementing a liberal political agenda. For example, the enlightenment held that rationality would be strengthened by progress, thereby making democracy more viable. Those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of self-rule and must accept rule by their betters. Many of these arguments turn on how rational people are and on their capacity for and willingness to pursue justice for all people. We explore what psychology tells us about people as political citizens and as leaders. The course pays special attention to the powerful, but surprising, roles that emotions play in all aspects of politics. Central to politics is the general issue of judgment, and its more important variants, moral and

Political Science

political judgment. If we are to trust ourselves to rule ourselves, how well will we secure justice and liberty for one and all among us? Political psychology is one of the very oldest disciplines (it can be dated at least back to the early classic Greeks, among them Socrates, Plato, and Aristotle). The issue of citizen competence for self and collective rule, then as now, was at the center of their attention. So, it shall be in this course.

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

Prerequisites: a Political Science elective at the 200 or 300 level OR Psychology 101, 212, 221, 232, 242, 251, or 300-level course. *Enrollment limit: 25 (expected 13).*

American Politics Subfield

Hour: 8:30-9:45 TR

MARCUS

PSCI 312 Southern Politics (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/psi/psi312.php)

A. WILLINGHAM

PSCI 313T (*formerly AFR 323T*) **The Origins of Totalitarianism** (Same as INTR 313T and Philosophy 313T) (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(See under INTR 313 for full description.)

JAMES

PSCI 314T American Political Development (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/psi/psi314.php)

MELLOW

PSCI 315 Parties in American Politics (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/psi/psi315.php)

MELLOW

PSCI 317 Environmental Law (Same as Environmental Studies 307) (*Not offered 2008-2009*)

(See under ENVI 307 for full description.)

PSCI 318(F) Voting Rights and Voting Movements (Same as Africana Studies 318)

This course is about the effort to establish and secure voting rights in the United States. It involves inquiry into parallel activities: the legal status of voting as sought in court rulings through litigation, and community level activism organized to protest restrictive practices often at state and local levels where pivotal decisions about voting policy originate. This course is an overview of this process and the pivotal convergences between the legal and organizing aspects. We seek to better understand the main pillar in popular participation by study focused on distinctive moments in national development in an advanced democratic state looking at the content of suffrage policy, the struggle to democratize, and the uneven results.

Format: discussion. Requirements: five short papers.

Prerequisites: Political Science 201 or permission of instructor. *Enrollment limit: 19 (expected 19). Preference given to political science majors*

American Politics Subfield

Hour: 1:10-3:50 W

A. WILLINGHAM

PSCI 320(S) Judicial Politics

The scope of this course is an introduction to understanding how the judicial process works and the relationships between courts and American politics. It will cover the organization of courts, selection of judges, judicial decision-making and judicial policy-making. It will also draw distinctions between the state and federal court systems, as well as appellate and trial courts. Students will be expected to take part in extensive in-class discussion of the various readings and topics.

Format: seminar. Requirement: readings, class presentation, book reviews and final research paper.

Prerequisites: a course in political science or permission of instructor. *Enrollment limit: 20 (expected 18). Preference given to political science majors.*

American Politics Subfield

Hour: 1:10-3:50 W

MOORE

PSCI 323T(F) Henry Kissinger and the American Century (W)

Perhaps no single individual has influenced the course of American foreign policy over the last fifty years more than Henry Kissinger. A refugee from Nazi Germany, Kissinger emerged during the 1950's as one of America's most important scholars of international relations and nuclear strategy. During the 1960's and 1970's, as National Security Advisor and later secretary of State, Kissinger was at the center of some of the important events of the Cold War. This tutorial will examine Kissinger's thoughts on American policy and international relations as well as record in the Nixon and Ford administrations. In addition, we will also look at how other scholars have assessed Kissinger's scholarship and his stewardship of American foreign policy at crucial moments in the history of the Cold War.

Format: tutorial. Requirements: five 6-page papers and five 2-page responses for alternate sessions. In the tutorial session, essays will be read aloud or presented in outline form.

Prerequisites: Any one of the following: Political Science 120, 202, or 261. *Enrollment limit: 10 (expected:10) Preference given to students with a strong background in political science, history, and or prior coursework in the area of American foreign relations. The course is not open to first year students.*

International Relations Subfield

Hour: 8:30-9:45 MWF

MCALLISTER

PSCI 324 Genocide, Exile and Famine (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/psi/psi324.php)

SHANKS

PSCI 326 Imperialism (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/psi/psi326.php)

PAUL

PSCI 327(S) The Global Politics of Development and Underdevelopment (Same as Environmental Studies 329)

Consider a photograph of the Earth at night taken from space. What will you see? Great agglomerations of light in some parts of the world (North America, Western Europe, parts of East Asia) contrasted with vast expanses of

darkness in other parts (much of Central and South America, Southeast Asia and nearly all of Africa). This pattern of light and darkness depicts a vastly unequal global distribution of technology, urban infrastructure, capital accumulation—in short, the global patterns of development and underdevelopment. These areas are connected through commodity chains, capital mobility, migration, political authority and the natural environment. So why are some areas light and other dark?

This course focuses on the global factors influencing development and underdevelopment, political-economic connections across national borders, and the intersections of power, production and nature. We cover topics such as theories of development and industrialization, urban-rural relations, urban bias in development policy, industrial agriculture, global agricultural trade, food security and hunger, international development organizations (WTO, World Bank, UNCTAD, Food and Agriculture Organization), peasant rebellions, 'resource wars,' sustainable development and 'eco-imperialism'.

Format: discussion. Requirements: several short (3-4 pages) papers, one long (10-12 pages) paper, class participation

Prerequisites: Political Science 202 or Economics/Environmental Studies 234. *Enrollment limit: 19 (expected 14).*

International Relations Subfield

Hour: 2:35-3:50 MR

PAUL

PSCI 331T(S) Non-Profit Organization and Community Change (Same as Africana Studies 330T) (W)

Two converging realities create a political and intellectual problem: an evolving recognition of the vitality of private sector supported community organization work; and the challenge that such organizations may have to assume a larger role due to reductions in public agency support and declining participation among the poor and racial minorities. In the United States these agencies—essentially NGOs—play important roles in communities and movements, often modeling the very programs adopted by the government. Some, like the Highlander Center, have near-mythical status in our memories about what it means to struggle for social change; others, including HARY-OU, were critical in structuring thought about anti-poverty strategies. In recent years some like Teach for America have plunged into the thick of the effort to keep public education a viable option. This tutorial examines the role of non-profits and social justice work in the United States focusing on the non-profit as a type, governance and staffing, fund-raising and persecution.

Format: tutorial. Requirements: five 3-page papers and a final paper of 15 pages.

Prerequisites: an interest in and experience with community-based organizations involved in advocacy work with adult citizens on race, economics, equity, or other issues. *Enrollment limit: 10 (expected 10). Preference given to political science majors.*

American Politics Subfield

Hour: 8:30-9:45 MWF

A. WILLINGHAM

PSCI 332(S) Rethinking the Political

What is politics? The question has been an important part of political theory at least since Socrates and Plato. It has taken on renewed significance in recent years, as theorists have sought to rethink the political in response to the most disastrous of twentieth century political developments (genocide, totalitarianism, etc.), to the assorted identity-based struggles that have challenged prevailing political terms and arrangements, and to the transformations wrought by the forces and processes of "globalization." In this seminar, we will engage some of the major attempts at rethinking produced in the 20th and 21st centuries. Our readings will be drawn from such thinkers as Arendt, Agamben, Benjamin, Brown, Connolly, Derrida, Fanon, Foucault, Gramsci, Habermas, Mouffe, Rancière, Rawls, Strauss, Schmitt, and Wolin. Throughout the semester, our goal will be to come to terms not only with the theoretical arguments but also the motivating problems: we will read the texts contextually, perhaps even symptomatically. Among the questions we will ask, then, are why there is such a preoccupation with the meaning of the political and whether the theorists are evading or repressing the very circumstances that structure political outcomes and possibilities.

Format: discussion. Requirements: regular, engaged class participation and three 7- to 8-page papers.

Prerequisites: at least one prior course in political theory or philosophy, or permission of the instructor. *Enrollment limit: 16 (expected 14). Preference given to juniors and seniors.*

Political Theory Subfield

Hour: 9:55-11:10 TR

M. REINHARDT

PSCI 333(F) Economic Liberalism and Its Critics (Same as Economics 299 and Political Economy 301)

(See under POEC 301 for full description.)

GOLLIN and MAHON

PSCI 334(F) Theorizing Global Justice

One of the most important issues in political theory today is the problem of global justice. As the gap between rich and poor nations increases and the changes associated with globalization render states' borders increasingly ineffectual, moral and political philosophers can arguably no longer confine their theories of justice to the safe space of single liberal democratic polities, such as the United States. Looming human and environmental crises underscore the need to look beyond one's borders when thinking about the goals of equality and well-being or flourishing, and the duties we owe to others. This course takes up the main works in normative theorizing about global justice, and also looks at the possibility of transnational institutions for justice, starting with Immanuel Kant and moving on to such contemporary philosophers and political theorists as John Rawls, Thomas Pogge, Amartya Sen, Martha Nussbaum, Onora O'Neill, Antonio Negri, Richard Rorty, Anthony Appiah, Ronald Dworkin, G.A. Cohen, Peter Singer, Iris Young, and Michael Walzer.

Format: discussion. Requirements: Class participation, one oral presentation, and two papers (5-6 pages and 8-10 pages).

Prerequisites: junior or senior standing with at least one course in political theory or philosophy. *Enrollment limit:*

Political Science

19 (expected: 17). Preference given to political science majors.

Political Theory Subfield

Hour: 1:10-3:50 W

DEVEAUX

PSCI 336 Sex, Gender, and Political Theory (Same as Women's and Gender Studies 336) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci336.php)

MARASCO

PSCI 337T Nietzsche and the Critique of Modern Life (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci337.php)

MARASCO

PSCI 338(S) Critical Theory, Violence, and Sacrifice

In his preface to the Phenomenology of Spirit, Hegel describes the pursuit of self-consciousness as an experience of unwonted pain, steady suffering, and the restless labor of negation. Beginning with Hegel's striking portrait of the self coming to consciousness (what he calls "the pathway of despair"), this course examines the themes of violence and sacrifice in modern critical theory. Why does self-consciousness call for such suffering, such passion? Is there pathos or pathology in this self? If critical reason is something distinct from religious faith, why does it seem to mirror its movements at every turn? How have later thinkers sought to deepen, overturn, or repudiate Hegel's account of subjectivity? Do these questions matter for political theory and, if so, how? We will pay particular attention to the theological remnants in critical theory, tracing the logics of sacrifice and salvation, the figures of destruction and catastrophe, and the persistence of hope and despair in a variety of thinkers. More generally, we will pose questions about the meaning of freedom and bondage, the relationship between politics and the passions, the conventional opposition between "secular" reason and "religious" faith, and the specter of violence in critical theory. Along with substantive readings from Hegel, our thinkers will include Kierkegaard, Marx, Nietzsche, Freud, Bataille, Horkheimer, Adorno, Benjamin, Fanon, Foucault, Derrida, Kristeva, Habermas, and Butler.

Format: seminar. Requirements: class participation, one short paper (4-6 pages), a thesis statement and essay outline, and one final essay (12-15 pages)

Prerequisites: open to juniors and seniors with a background in political theory, philosophy, or religion, or permission of instructor. Enrollment limit: 19 (expected: 17). Preference given to political science majors.

Political Theory Subfield

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

MARASCO

PSCI 345(S) Cosmology and Rulership in Ancient Chinese Political Thought (W)

This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background reading from Benjamin Schwartz's text, *The World of Thought in Ancient China*. Then the class will read significant portions of the following canonical works: *The Classic of Change* (Yi Jing); *The Analects of Confucius* (Lun Yu); Lao Zi's *Classic of the Way and Integrity* (Dao De Jing); Sun Zi's *Art of War* (Bing Fa); the Writings of Han Fei Zi.

Format: discussion. Requirements: short (5 page) paper on any four of the core texts. All papers will be subject to revision and resubmission at the instructor's discretion.

No prerequisites. Enrollment limit: 18 (expected: 15).

Comparative Politics Subfield

Hour: 1:10-2:25 MR

CRANE

PSCI 346 Mexican Politics (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci346.php)

MAHON

PSCI 349T Cuba and the United States (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci349.php)

MAHON

PSCI 350(S) Government and Politics in Zimbabwe (Same as Africana Studies 350) (W)

Zimbabwe's political and economic institutions have all but collapsed. Almost universally, Zimbabwe's unraveling is attributed to the government's compulsory acquisition of white-owned farms between 1999 and 2000. This course examines both the politics that produced white-black land disparities in Zimbabwe and the post-independence politics that sustained the inequalities for close to two decades. The course also considers why the status quo was broken in 1999-2000. What did Robert Mugabe hope to gain by acquiring and redistributing white-owned farms? Did the policy unwittingly lead to the subsequent collapse of political and economic institutions?

Format: lecture/discussion. Requirements: class participation, four short papers (4-6 pages), research paper (15-18 pages) and a class presentation.

Prerequisites: One of the following: Political Science 201, 202, 203, 204, 229, 254, 256 or permission of the instructor. Enrollment limit: 19 (expected: 17). Preference given to political science majors with a concentration in comparative politics.

Comparative Politics Subfield

Hour: 1:10-2:25 TF

MUNEMO

PSCI 351(S) The New Left and Neoliberalism in Latin America (W)

Recent years have seen a resurgence of the political left in Latin America. This course examines major political figures, parties and movements of the contemporary left as well as the neoliberal positions and policies they largely oppose. We first read major speeches and polemics from each side, before moving on to consider the historical ancestors of these ideas in colonial, nineteenth-century, and mid-twentieth-century writings. Later in the course we try to explain the recent rise of the left, before turning to the most important policy debates in more detail.

Format: lecture and discussion, ending with a few seminar classes. Requirements: three two-page reaction papers

Political Science

and a 15- to 20-page term paper.

Prerequisites: a course on Latin America and a course in Economics, or permission of the instructor. *Enrollment limit: 19 (expected: 17). Preference given to political science majors.*

Comparative Politics Subfield

Hour: 1:10-2:25 MR

MAHON

PSCI 352T(S) Comparative Political Economy (W)

What accounts for the establishment of parliaments in some societies and not in others? Why did capitalist development produce democracies in some countries and dictatorships in others? Why do some democracies have welfare systems while others do not? This tutorial delves into the ways in which politics and the economy interact to produce these divergent outcomes. The course begins by addressing competing conceptions and approaches to political economy. We then examine arguments that use the economy to explain differences in political outcomes (the growth of parliaments, transitions to and from democracy, and the consolidation and collapse of autocracies) and theories that focus on political institutions in explaining variation in economic outcomes (growth, reform, inequality and welfare provision).

Format: tutorial. Requirements: Five 5- to 6-page lead essays, five 1- to 2-page response papers, one 10- to 12-page revised lead essay.

Prerequisites: One of the following: Political Science 201, 202, 203, 204, 229, 254, 256, 333 or the permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to political science and political economy majors.*

Comparative Politics Subfield

Hour: 8:30-9:45 TR

MUNEMO

PSCI 360(S) The Political Thought of Frantz Fanon (Same as Africana Studies 402 and Philosophy 360)

(See under AFR 402 for full description.)

ROBERTS

PSCI 382 The Art of Political and Historical Inquiry: The Vietnam War (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci382.php)

MCALLISTER

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

Open to junior majors with permission of the department chair.

SENIOR COURSES

PSCI 410(S) Senior Seminar in American Politics: Interpretations of American Politics

Current assessments of the state of American politics vary widely. Though recent polls show that as many as 60 percent of Americans think that the country is headed down the wrong-track, it is not clear what that means. Critics on the left worry that the United States is on an imperial quest, extorting resources from the global many for the advantage of an elite few. Critics on the right worry that the U.S. has abandoned the traditions that made it strong and has entered a period of moral decay. What are we to make of these different assessments? What do left and right see when they survey the nation, and why is what they see so different? Any diagnosis of contemporary maladies is premised on a vision of what a healthy functioning republic looks like. Our task in the seminar is to uncover and interrogate those visions. We will do this by exploring different interpretations of American politics, each with its own story of narrative tensions and possible resolutions. We will then leverage our investigation of how different authors, and different traditions, understand the nation, as a whole, to help us assess contemporary politics and come to our own conclusions about what animates it.

Format: seminar. Requirements: brief weekly writing assignments; two short essays; a 15-page research paper; and oral presentation.

Prerequisites: at least one class in American politics. *Enrollment limit: 15 (expected 12). Preference given to senior political science majors.*

American Politics Subfield

Hour: 2:35-3:50 MR

MELLOW

PSCI 420T Senior Seminar in International Relations: Law and Rights in International Politics (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci420.php)

SHANKS

PSCI 420 Senior Seminar in International Relations: Globalization and War (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci420.php)

CRANE

PSCI 420/440(F) Senior Seminar in International Relations: The War in Iraq

This senior seminar will consider rival explanations for why the United States went to war in Iraq and why the venture has gone wrong. Why did the U.S. government opt for war in Iraq: was it fear of weapons of mass destruction and ties to al-Qaeda or the appeal of oil or the pursuit of geopolitical advantage or the influence of domestic lobbies, moral appeals, or imperialist impulses? And are the problems with the invasion the result of American mismanagement or the predictable effect of the invasion itself?

Format: seminar. Requirements: readings, class presentation, and research paper.

Prerequisites: Political Science 202. *Enrollment limited: 15 (expected 15). Preference given to senior political science majors with concentration in international relations.*

International Relations Subfield

Hour: 1:10-2:25 TF

M. MACDONALD

PSCI 420(F) Senior Seminar in International Relations: War in the Modern Age

International relations theory holds that war-making and the sovereign state are inextricably linked: war made states, and states make war. Is this still true? This seminar examines the question of whether war remains the prov-

Political Science

ince of the state by inquiring into apparently stable, and apparently altered, aspects of the contemporary use of force. What are the causes of contemporary wars? Can wars ever be started justly? Who fights in wars and who suffers? How do wars end? How has technology changed the face of modern warfare? Is war becoming obsolete? This course will also consider whether classical theories are applicable to "new" wars such as guerilla wars, insurgencies, civil strife, and ethnic conflict.

Format: discussion. Requirements: final research paper, research presentation, reading response papers, rotating discussion leaders, and class participation.

Prerequisites: senior standing in political science major or permission of instructor. *Enrollment limit: 15 (expected: 15). Preference given to senior political science majors with concentration in international relations.*

International Relations Subfield

Hour: 1:10-3:50 T

P. MACDONALD

PSCI 420/440(S) Senior Seminar in International Relations and Comparative Politics: The Power of the Purse in International Politics (W)

US foreign policy faces money problems. First, it has to grapple with security issues having less to do with defense against powerful enemy states and more with matters of internal politics in relatively weak states, often nominal allies. Many prominent observers (Thomas Friedman on "petropolitics," for example) have pointed to the critical role of public finance in determining the evolution and behavior of these states. Second, it faces the erosion of US financial hegemony, as deficits continue while foreigners already own about half of US Treasury debt (and their central banks hold most of that). These ideas connect to other, more general ones about the rise of the West, the origins of the nation-state, and the channels of international economic power. In this course we look at historical and contemporary connections between money and power, especially on the links between the ways states obtain revenue oil rents, taxation, foreign aid, and credit—and the ways they act and evolve.

Format: lecture, discussion, and seminar. Requirements: a 4-page commentary and two 2-page responses based on class readings, a short oral presentation, and a 20-page research paper.

Prerequisites: senior standing in political science major or permission of instructor. *Enrollment limit: 15 (expected: 15). Preference to senior political science majors in comparative politics and international relations.*

International Relations and Comparative Politics Subfields

Hour: 1:10-2:25 TF

MAHON

PSCI 420 Senior Seminar in International Relations: Power and Inequality (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci420.php)

PAUL

PSCI 430(F) Senior Seminar in Political Theory: Machiavelli

Niccolo Machiavelli, a Florentine diplomat and among the most infamous thinkers of the Renaissance period, has been called the inaugural thinker of the modern world. Few figures in the western political tradition have been so closely studied by theorists and practitioners alike and still fewer have been so hotly contested. In this course, we will explore the enigmatic and scandalizing character of Machiavelli's political thought, guided by the following questions: What can we learn from Machiavelli and how should we interpret his texts? Was he a teacher of political evil, with *The Prince* as his gospel of diabolical cruelty and immorality? Or is his "true" political thought to be found in his less infamous, *Discourses on Livy*? Is Machiavelli an apologist for ruthless despotism or a republican patriot? Does his work mark the origins of *realpolitik*, the study and practice of politics based primarily on practical considerations and independent of loftier considerations? Or is he primarily a partisan and a revolutionary thinker, aspiring to craft new modes and orders for an otherwise enfeebled and weakened Italian state? Is he an early advocate of *ragion di stato*? A realist? A utopian? A scientist of statecraft? A satirist and cynic? A misogynist? An anti-philosopher? Are we all Machiavellians? Students can expect an intensive study of Machiavelli's political writings (with emphasis on *The Prince* and *The Discourses on Livy*), as well as his comedic plays, poems, short stories, and selected letters from his personal correspondence. In the process, we will also have occasion to survey the wide range and diversity of interpretive methods in political theory, as Machiavelli appears to be the single writer who distinctively "belongs" to political theory and it is over him that political theorists have fought. We will look at commentaries from Ernst Cassirer, Maurice Merleau-Ponty, Antonio Gramsci, Louis Althusser, Isaiah Berlin, Leo Strauss, Quentin Skinner, Sheldon Wolin, Hannah Pitkin, Mary Dietz, Victoria Kahn, and Antonio Negri.

Format: seminar. Requirements: class discussion, oral presentation, one short essay (4-6 pages), a thesis statement and outline, and one final paper (14-16 pages)

Prerequisites: open to juniors and seniors with a background in political theory (or permission of instructor). *Enrollment limit: 15 (expected: 13). Preference given to senior political science majors with concentration in political theory.*

Political Theory Subfield

Hour: 1:10-3:50 T

MARASCO

PSCI 430 What Should Political Theory Be Now? (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci430.php)

M. REINHARDT

PSCI 440 Senior Seminar in Comparative Politics: The State (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/psci/psci440.php)

MUNEMO

PSCI 481(F)-W33-482(S) Advanced Study in American Politics

A year of independent study under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the *Sentinels of the Republic Scholar*, receives a research stipend to cover costs associated with the proposed project. The *Sentinels Scholar* may submit her/his essay for consideration for honors in Political Science.

Political Science, Psychology

Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.

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

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

Research Skills Course

Hour: 2:35-3:50 TF

M. MACDONALD

PSCI 495(F)-W32, W32-496(S) Individual Project

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar—in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay. Prerequisites: two elective courses in the major's subfield specialization.

PSCI 497(F), 498(S) Independent Study

Open to senior Political Science majors with permission of the department chair.

PSYCHOLOGY

(Div. II, with some exceptions as noted in course descriptions)

Chair, Professor LAURIE HEATHERINGTON

Professors: CRAMER*, FEIN***, HEATHERINGTON, KASSIN**, KAVANAUGH**, KIRBY***, P. SOLOMON, ZIMMERBERG**. Associate Professors: M. SANDSTROM, N. SANDSTROM, SAVITSKY, ZAKI. Assistant Professors: CROSBY, GREER, HANE. Senior Lecturer: ENGEL.

MAJOR

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

- 1) Psychology 101 Introductory Psychology
- 2) Psychology 201 Experimentation and Statistics
- 3) Three 200-level courses, with at least one from each of the following groups.

Group A	Psychology 212	Neuroscience
	Psychology 221	Cognitive Psychology
	Psychology 222	Cognitive Science
Group B	Psychology 232	Developmental Psychology
	Psychology 242	Social Psychology
	Psychology 252	Psychological Disorders
	Psychology 272	Psychology of Education

Either Psychology 221 or 222, but not both, can count towards the three required 200-level courses.

- 4) Three 300-level courses from at least two of the areas listed below:
 - Area 1: Behavioral Neuroscience (courses with middle digit 1)
 - Area 2: Cognitive Psychology (courses with middle digit 2)
 - Area 3: Developmental Psychology (courses with middle digit 3)
 - Area 4: Social Psychology (courses with middle digit 4)
 - Area 5: Clinical Psychology (courses with middle digit 5)
 - Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation *Empirical Lab Course*.

- 5) Psychology 401 Perspectives on Psychological Issues

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a

Psychology

thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

STUDY ABROAD

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:

- 1) meet with the Department Chair as soon as they decide that they are interested in studying abroad
- 2) take Psychology 201 (Experimentation and Statistics) in the sophomore year
- 3) think ahead to the 300-level courses they are interested in taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the Chair.

There are some costs to studying away, particularly for the year. This limits students' opportunities to choose the particular 300-level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Department Chair, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that he/she is not able to do both, or is restricted in the choice of study-abroad programs.

COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

PSYC 101(F,S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Format: lecture. Requirements: two lab reports, unit quizzes, and a final exam.

No enrollment limit (expected: 160).

Hour: 10:00-10:50 MWF

Members of the Department

PSYC 201(F,S) Experimentation and Statistics (Q)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) which illustrate basic designs and methods of analysis.

Format: lecture/lab. Requirements: three papers, midterm exam, and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 15 per section. Not open to first-year students. Preference given to Psychology majors.* Two sections each semester—students must register for the lab and lecture with the same instructor.

Hour: 9:55-11:10 TR, 8:30-9:45 TR Lab: 1:10-3:50 W,R First Semester: SAVITSKY, M. SANDSTROM
1:10-2:25 MR, 2:35-3:50 MR Lab: 1:10-3:50 T,W Second Semester: HANE, ZIMMERBERG

PSYC 212(F) Neuroscience (Same as Biology 212 and Neuroscience 201)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

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

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 120 (expected: 60). Preference given to Biology and Psychology majors. Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR Lab: 1-4 M,T,W N. SANDSTROM and ZOTTOLI

PSYC 221(F) Cognitive Psychology

This course is a survey of the experimental study of normal human mental processes. Topics include perception, pattern recognition, attention, memory, visual imagery, language, reasoning, decision making, and problem solving.

Format: lecture. Requirements: two in-class exams and a final exam.

Prerequisites: Psychology 101 or permission of instructor. *Enrollment limit: 55 (expected: 50). Preference given to senior psychology majors who need the course to fulfill the major. Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 TF KIRBY

PSYC 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222 and Philosophy 222)

(See under COGS 222 for full description.) CRUZ
Satisfies one semester of the Division II requirement.

Psychology

PSYC 232(F) Developmental Psychology

An introduction to the study of human growth and development from infancy through adolescence. Topics for discussion include neuroplasticity and the effects of early experience, perceptual and motor development, language acquisition, memory and intellectual development, temperament, and relationships. These topics form the basis for a discussion of the major theories of human development, including social learning, psychoanalytic, ethological, cognitive-developmental, and motivation/emotion models. Class discussions and assignments emphasize application of basic developmental science in intervention, education, and family contexts.

Format: lecture/discussion. Requirements: occasional participation in Blackboard discussion boards, one paper on children's media, two midterm exams and a cumulative final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 11:20-12:35 TR

HANE

PSYC 242(F,S) Social Psychology

A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cross-cultural issues. Special attention is given to applications to political campaigning, advertising, sports, the media, law, business, and health.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 2:35-3:50 MR

First Semester: CROSBY

11:20-12:35 TR

Second Semester: SAVITSKY

PSYC 252(S) Psychological Disorders

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 1:10-2:25 TF

GREER

PSYC 272(S) Psychology of Education

This course introduces students to a broad range of theories and research on education. What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychology processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

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

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 45). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 9:55-11:10 TR

ENGEL

PSYC 315(S) Hormones and Behavior

In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: presentations and participation in discussions, midterm and final exams, written and oral presentation of the research project.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 16 (expected: 12). Preference given to Psychology majors and Neuroscience concentrators.*

Satisfies one semester of the Division III requirement.

Hour: 8:30-9:45 TR

Lab: 1:10-3:50 T

N. SANDSTROM

PSYC 316(S) Clinical Neuroscience

Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in-depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer's disease, Parkinson's disease, and Huntington's disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Evaluation will be based on position papers, class participation, and research project report.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 19 (expected: 12). Satisfies one semester of the Division III requirement.*

Hour: 8:30-9:45 MWF

Lab: 1:10-2:25 M, 2:35-3:50 M

P. SOLOMON

Psychology

PSYC 317T Nature via Nurture: Explorations in Developmental Psychobiology (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc317.php)

ZIMMERBERG

PSYC 322(F) Concepts: Mind, Brain, and Culture

Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.

Format: Empirical Lab Course. Requirements: short papers, class presentation, and research paper.

Prerequisites: Psychology 221 or 222 or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors.*

Hour: 9:55-11:10 TR

Lab: 1:10-3:50 R

ZAKI

PSYC 324T(S) Great Debates in Cognition

The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient evidence for a system in vision that can become aware of things without actually "seeing" them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this class, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for an hour each week. Evaluation will be based on weekly papers and oral arguments.

Prerequisites: Psychology 221 or 222 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to psychology majors and cognitive science concentrators.*

Tutorial meetings to be arranged.

ZAKI

PSYC 326 Choice and Decision Making (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc326.php)

KIRBY

PSYC 331T(F) Risk and Resilience in Early Development

Children are often viewed as vulnerable members of our society, worthy of great care and protection. Paradoxically, equally commonplace is the perception that children are hearty and resilient individuals who more readily adapt to change than adults. This contradiction is most evident during early development, when the remarkable plasticity of the rapidly developing brain offers infants and young children an exquisite sensitivity to contextual forces, both positive and negative. This tutorial explores the risk and protective factors, both within and outside of the young child, that give rise to continuity and change in early development and focuses on the challenges of translating risk and resilience research into programs that optimize development. Evidence drawn from theories of early experience and developmental psychopathology will frame our review of the literature on prenatal risk factors, including teratogens and maternal stress; genetic influences, including gene-by-environment interactions; infant risk factors, including medical fragility and temperament; caregiving risk factors, including maternal and paternal factors and childcare settings; socioeconomic risk factors, including poverty; and child abuse and neglect. Tutorial assignments will focus heavily on critical evaluation of the quality of the research and to the translation of the research to applied programs.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for one hour each week. Each week, students will either compose a position paper based on the week's readings, or respond to the position paper of their partner.

Prerequisites: Psychology 201 and Psychology 232 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.*

Tutorial meetings to be arranged.

HANE

PSYC 332(S) Cognitive Development

In this course we consider how mental abilities, such as language, memory, thinking and imagination develop during the childhood years. We begin by asking how infants, who do not have language, make sense of their world and how language, once acquired, changes the way children understand their world. We study how children remember events, both every day and traumatic, and how memory relates to narratives about the self. We examine the development of thinking, reasoning, and imagination (e.g. pretend play, imaginary companions) and their intersection with related topics, such as children's ability to distinguish between fantasy and reality. Throughout these discussions, we consider the impact of biology (e.g. changes in the brain) and culture on cognition, as well as the similarities and differences in the cognitive abilities of normally-developing children and children with developmental problems (e.g., autism).

Format: seminar. Requirements: thought papers, midterm and final exam.

Prerequisites: Psychology 201 and Psychology 232 or permission of instructor. *Enrollment limit: 19 (expected: 14). Preference to psychology majors.*

Hour: 1:10-2:25 MR

KAVANAUGH

PSYC 335 Prenatal and Infant Development (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc335.php)

HANE

Psychology

PSYC 336 Adolescence (*Not offered 2008-2009; to be offered 2009-2010*) (W)
(www.williams.edu/Registrar/catalog/depts/psyc/psyc336.php) ENGEL

PSYC 341 Stereotypes, Prejudice, and Discrimination (*Not offered 2008-2009; to be offered 2009-2010*) (W) (D)
(www.williams.edu/Registrar/catalog/depts/psyc/psyc341.php) FEIN

PSYC 343 The Self (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/psyc/psyc343.php) 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.

Format: Empirical Lab Course. Requirements: a series of papers, written and oral reports of research.

Prerequisites: Psychology 201 and Psychology 242. *Enrollment limit: 19. Preference given to Psychology majors.*
Hour: 10:00-10:50 MWF Lab: 11:00-11:50 MWF FEIN

PSYC 345(F) Political Psychology (Same as Political Science 310)
(See under PSCI 310 for full description.) MARCUS

PSYC 347(S) Psychology and the Law

This course deals with applications of psychology to the legal system. Relevant psychological theory and research address the following controversies: scientific jury selection, jury decision-making, eyewitness testimony, child witnesses in abuse cases, hypnosis, lie-detector tests, interrogations and confessions, the insanity defense, and the role of psychologists as trial consultants and expert witnesses. Observations are made of videotaped trials, demonstrations, and mock jury deliberations.

Format: seminar. Requirements: two hour exams and a written/oral report of research.

Prerequisites: Psychology 242. *Enrollment limit: 30 (expected: 30).*
Hour: 7:00-9:40 p.m. M KASSIN

PSYC 349(S) Progress and Problems in Intergroup Interaction

This course will examine literature on intergroup interaction, ranging from classic work on "the contact hypothesis" to recent work that traces the physiological correlates of intergroup interaction. We will discuss the current challenges of intergroup interaction, and the ways in which good intentions can sometimes backfire in these situations. We will focus on interactions across specific group-based differences, such as race/ethnicity, culture, and disability, and in specific settings, such as schools and workplaces. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: weekly reaction papers, periodic oral presentations, research paper.
Prerequisites: Psychology 201 and 242 or consent of instructor. *Enrollment limit: 19 (expected: 15). Preference will be given to Psychology majors.*

Hour: 1:10-2:25 TF Lab: 1:10-3:50 W CROSBY

PSYC 351(S) Childhood Peer Relations and Clinical Issues

An exploration of the important ways peer relationships influence children's emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short- and long-term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. All students will design and conduct an empirical research project based on the concepts discussed, to be critiqued throughout the semester.

Format: Empirical Lab Course. Requirements: weekly response papers, midterm exam and a written/oral report of research.

Prerequisites: Psychology 232 or 252 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

Hour: 11:20-12:35 TR Lab: 1:10-2:25, 2:35-3:50 R M. SANDSTROM

PSYC 352(F) Clinical and Community Psychology

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic psychology to field settings and to explore their own educational and occupational goals. The course includes a supervised field-work placement arranged by the instructor in a local social service or mental health agency.

Format: seminar. Requirements: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper.

Prerequisites: Psychology 252. *Enrollment limit: 15 (expected: 15). Preference given to senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course.*

Hour: 2:35-3:50 MR HEATHERINGTON

PSYC 353(F) Behavioral Medicine

The objective of this course is to explore the application of behavioral science to the promotion of individual health and the practice of medicine. Topics include: models of health behavior change, assessment and prevention of health risk behaviors, psychological factors associated with specific medical conditions, and the nature of the patient-physician relationship. Students will examine and critically evaluate theories and research underlying the

Psychology, Public Health

most common clinical interventions employed by professional health psychologists in medical settings, such as cognitive-behavioral therapy, biofeedback, and stress management techniques. Throughout the course, students will also consider current trends, multicultural perspectives, and controversial issues in the rapidly evolving field of behavioral medicine.

Format: Empirical Lab Course. Requirements: midterm exam, weekly reaction papers to assigned readings, and an empirical project.

Prerequisites: Psychology 201 and Psychology 252 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference will be given to Psychology majors.*

Hour: 1:10-2:25 TF

Lab: 1:10-2:25, 2:35-3:50 M

J. GREER

PSYC 355 Psychotherapy: Theory and Research (*Not offered 2008-2009; to be offered 2009-2010*)
(W)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc355.php)

HEATHERINGTON

PSYC 372(F) Advanced Seminar in Teaching and Learning

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of children and pedagogy translate into everyday practices with students? Students will be encouraged to reflect and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices, and the students' learning? What does it take to be an educated person?

Format: seminar. Requirements: This course involves a field placement, weekly readings, as well as seminar discussion, supervision, one essay and one final paper.

Prerequisites: Psychology 232 or Psychology 272 or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 1:10-3:50 W

ENGEL

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

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.

PSYC 401(F) Perspectives on Psychological Issues

This course 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 2008 are self-deception, the nature of intelligence, and intimate relationships.

Format: seminar. Requirements: participation in class discussions and debates and three short position papers.

No enrollment limit (expected: 15 per section). This course is required of all senior Psychology majors.

Hour: 11:20-12:35 TR

Members of the Department

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

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our web site.

Prerequisites: permission of the thesis advisor.

PUBLIC HEALTH

Coordinators, Associate Professors LOIS BANTA and LUCIE SCHMIDT

Advisory Committee: Professors: BRAINERD, DARROW, D. GOLLIN, C. JOHNSON, SHANKS*. Associate Professors: BANTA, SCHMIDT, SHORE-SHEPPARD. Assistant Professors: GEHRING, HANE, KLINGENBERG, WATSON*. Adjunct Associate Professor: HONDERICH. Visiting Assistant Professors: GUTSCHOW, J. PEDRONI.

Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life's possibilities. The way a society is organized affects the way that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility: what effective public health policy is and how we can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disease, over time and among cultures; how we think about cause and responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

Public health draws on theory and applied research in the social sciences, natural sciences and humanities. Specialized subjects within public health include epidemiology, population history, environmental health, disease pre-

vention, aging, biostatistics, reproductive and family health, health policy, health education, and the politics of health-related research. A good foundation in the study of public health would include at least one course devoted to the field as a whole and one course in statistics, supplemented by courses that provide grounding in demographic history and processes, decision-making, science and health, and humanistic and ethical dimensions of the field. It also would include field experience. The advisory committee on public health suggests that the following categories of courses serve as a distributive guide for students interested in acquiring a foundation in the field.

Core Course

INTR 150 Dimensions of Public Health

Courses in Statistics

Political Economy 253 Empirical Methods in Political Economy
Statistics 101 Elementary Statistics and Data Analysis
Statistics 201 Statistics and Data Analysis
Statistics 231 Experimental Design
Statistics 358T Introduction to Biostatistics
Statistics 440 Categorical Data Analysis

Demography: Population Processes

Economics 380 Population Economics
History 103 The City in Africa
History 466 Imagining Urban America
Political Science 329 Genocide, Exile, and Refugees

Decision-Making by Institutions and Individuals

Economics 205 Public Economics
Economics 230 Economics of Health and Health Care
Economics 368 Economics of HIV
Economics 469 Economics of Global Health and Population
Economics 503 Public Economics and Finance
Political Science 209 Poverty
Political Science 228 International Organization
Political Science 316 Public Policymaking
Psychology 242 Social Psychology
Psychology 326 Choice and Decision Making

Science and Medicine

Anthropology/Religion 272 Reproduction: Cultural and Social Constructions
Anthropology 330 Medical Anthropology
Biology 135 The Biology of Exercise and Nutrition
Biology 134 The Tropics: Biology and Social Issues
Biology 315 Microbiology
Chemistry 111 Fighting Disease/Evolution Medicine
Chemistry 115 AIDS: the Disease and Search for a Cure
Chemistry 341 Toxicology and Cancer
History 374 American Medical History
History of Science 320 History of Medicine
Psychology 331T Risk and Resilience in Early Development
Psychology 335 Prenatal and Infant Development
Psychology 353 Behavioral Medicine

Bioethics and Interpretations of Health

Comparative Literature 242T Reading and Writing the Body
History 336 Victorian Psychology
Philosophy 227 Death and Dying
Philosophy 212 Ethics and Reproductive Technologies
Philosophy 213 Biomedical Ethics
Philosophy 228 Feminist Bioethics
Philosophy 229 Ethics and Genetics
Philosophy 274T Ethics of Human Experimentation
Philosophy 311T Body Politics: Power Pain and Pleasure
Spanish 301 Cervantes's *Don Quixote*

Field Experience (Winter Study Classes)

Biology 11 Curing Health Care
Biology 12 Pathophysiology of Diseases of the Heart
Economics 25 Gender & Social Activism in Senegal
Political Science 21 Fieldwork in Public and Private Nonprofits
Political Science 25 Williams in New Orleans
SPEC 14 Emergency Medical Technician
SPEC 19 Medical Apprenticeship
SPEC 24 Eye Care and Culture in Nicaragua

RELIGION (Div. II)

Chair, Professor WILLIAM R. DARROW

Professors: BUELL*, DARROW, DREYFUS***. Assistant Professors: HAMMERSCHLAG, JOSEPH-SON, SHUCK**. Harry C. Payne Distinguished Visiting Professor in Liberal Arts: AL-AZM. Visiting Assistant Professor: GUTSCHOW**. Croghan Visiting Professor: GAGER§. Bolin Fellow: HIDALGO.

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, one that explores a central topic of contemporary critical inquiry in the study of religion (courses numbered 270-299) and one that explores a body of theory in the study of religion (courses numbered 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-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

STUDY ABROAD

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs.

REL 101(FS) Introduction to Religion

As an examination of the structure and dynamics of certain aspects of religious thought, action, and sensibility—employing psychological, sociological, anthropological, and philosophical modes of inquiry—the course offers a general exposure to basic methodological issues in the study of religion, and includes consideration of several cross-cultural types of religious expression in non-literate and literate societies.

Religion

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

Enrollment limit: 25 (expected: 15-25).

Hour: 8:30-9:45 MW, 11:00-12:15 MW
8:30-9:45 TR

First Semester: DREYFUS, JOSEPHSON
Second Semester: DARROW

THE JEWISH TRADITION

REL 201 The Hebrew Bible (Same as Comparative Literature 201 and Jewish Studies 201) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel201.php)

DEKEL

REL 203(F) Judaism: Innovation and Tradition (Same as Jewish Studies 101) (D)

What is the relationship between modern notions of Jewish identity, thought and practice and the Hebrew Bible? How does the modern Reform movement link itself to the laws of the rabbinic sages? Are there consistent values and ideals that mark Jewish moral thought throughout its history? What elements of the Jewish tradition have enabled its elasticity and historic persistence? By providing an introduction to the traditions of Jewish thought and practice through the ages, this course will take up these questions. Though the course's method of progression will be primarily chronological, commencing with myths of Israel's beginnings and culminating with contemporary debates over Jewish identity, we will additionally emphasize the strong ties between methods of Jewish thought and practices and the surrounding cultural environments in which they developed. We will approach the tradition not only with historical concerns, but with literary and philosophical aims as well. We will analyze the interpretive strategies, theological presuppositions, and political aims that accompany the tradition both in its continuities and its ruptures. Finally, we will consider the extent to which we can speak of Judaism under the category of religion, considering as well the other categories that have been proposed for Judaism, Jews and Jewishness, such as nation, people, race and ethnicity, and the motivations behind such designations. Texts will include the Hebrew Bible, Holz (ed), *Back to the Sources*; Halbertal, *People of the Book*; Mendelssohn, *Jerusalem*; Hertzberg (ed), *The Zionist Idea*; Levi, *Survival in Auschwitz* as well as excerpts and articles available in a course packet.

Format: lecture/discussion. Assignments will include participation in class discussion, three short papers (5-7 pages) and a take-home final exam.

No prerequisites. Enrollment limit: 30 (expected: 15). Preference given to Religion majors and Jewish Studies concentrators.

Hour: 11:20-12:35 TR

HAMMERSCHLAG

REL 204 Endtimes: Messianism in Modernity (Same as Jewish Studies 204 and Philosophy 204)

(Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel204.php)

HAMMERSCHLAG

REL 205 Ancient Wisdom Literature (Same as Classics 205, Comparative Literature 217 and Jewish Studies 205) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel205.php)

DEKEL

REL 206 The Book of Job and Joban Literature (Same as Comparative Literature 206 and Jewish Studies 206) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel206.php)

DEKEL

REL 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Comparative Literature 250 and Jewish Studies 207) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel207.php)

DEKEL

REL 208(S) Ancient Greek Religion (Same as Classics 208)

(See under CLAS 208 for full description)

LOVELL

REL 209 The Legend of the Wandering Jew (Same as Comparative Literature 209 and Jewish Studies 209) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel209.php)

DEKEL

THE CHRISTIAN TRADITION

REL 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Classics 210) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel210.php)

BUELL

REL 211 The New Testament (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel211.php)

BUELL

REL 212 The Development of Christianity: 30-600 C.E. (Same as History 324) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel212.php)

BUELL

REL 213(F) Jews, Gentiles and Christians: Where and When Did Christianity Come From—And Where Did It Go (Wrong)?

This course will seek to unravel the tangled web of issues surrounding the origins of Christianity. We will begin by looking at the status of Jews and Judaism in the ancient Mediterranean world before the time of Jesus, i.e., relations between Jews and Gentiles before Christianity. We will then move to a study of the early gospels and Paul and consider their place within first-century Judaism, i.e., should we think of them as Jews or Christians.

From that point on we will consider Jewish reactions to the Christian movement; versions of what came to known as Jewish Christians, i.e., followers of Jesus who maintained full observance of the Mosaic laws; public debates between Jews and Christians; and finally, the role of synagogues as mixed communities of Jews, Gentiles AND

Religion

Christians. Each session will examine a specific ancient text.

Format: lectures and active discussions. Evaluation will be based on class participation; a brief weekly paper (1/2 pages); and a final paper based on readings from the course. No final exam.

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

Hour: 9:55-11:10 TR

GAGER

REL 214 The Christianization of Europe (Same as History 329) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under HIST 329 for full description.)

GOLDBERG

REL 215 The First Crusade (Same as History 425) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(See under HIST 425 for full description.)

GOLDBERG

REL 216(S) The Middle Ages (Same as History 225)

(See under HIST 225 for full description.)

GOLDBERG

REL 217 Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as History 476) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under HIST 476 for full description.)

BERNHARDSSON

REL 219 The World of Charlemagne (Same as History 325) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under HIST 325 for full description.)

GOLDBERG

REL 220 Reformation and its Results (Same as History 330) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel220.php)

SHUCK

REL 221(S) Post-Enlightenment Christian Thought

Christianity in the Western world has undergone numerous challenges since the early eighteenth century. Many thinkers have turned inward, developing pietistic theologies compatible with the modern world, while others have searched for an adequate expression of Christianity after the "Death of God." Another, remarkably resilient strand has actively turned against the Enlightenment in ironic ways, appropriating modern technologies, for example, while repudiating scientific discoveries that undermine their belief. This course will examine these issues, along with a careful consideration of the way gender, identity, and community have come to play a powerful role in contemporary expressions of Christian belief.

Format: lecture/discussion. Evaluation will consist of several short response papers, thoughtful interaction, a mid-term, and a 10-page final paper.

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

Hour: 2:35-3:50 MR

SHUCK

NORTH AMERICAN RELIGIONS

REL 225(S) Religions of North America (Same as American Studies 225)

Scholars have written much about the history of religion in North America, but the effort has been fraught with many oversights. Recent scholarship has begun to take account of the fact that most religions in North America either did not emerge from European sources, or have existed long before the arrival of Europeans. Indeed, many religions have grown out of the American soil during the past several centuries-what some would call the product of religious "cross-fertilization," and what others would deem as religious and cultural thievery, i.e. colonialism. This course follows a modified historical trajectory, one that strives to allow the voices of forgotten "others" to speak, bringing questions of colonialism, identity, and the importance of religious community to the forefront. Format: lecture/discussion. Evaluation will consist of several short response papers, thoughtful interaction, a mid-term, and a 10-page final paper.

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

Hour: 2:35-3:50 TF

SHUCK

REL 226 New Religions in North America (Same as American Studies 226) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel226.php)

SHUCK

REL 227(S) Utopias and Americas (Same as American Studies 227 and Latina/o Studies 227)

This course considers the relationship between the imagination of utopias and the imagination of the lands and peoples in the Western hemisphere, though our main focus will be on the United States of America. We shall examine some significant utopian perspectives on the Americas, starting with Christopher Columbus' 1500 description of the "new world" and concluding with late twentieth-century utopias like Aztlán as employed by the Chicana/o student movement in 1969.

Format: seminar. Evaluation will be based on class participation, short weekly writing assignments, a 5-page mid-term paper, and a 10- to 15-page final research paper examining an American utopia.

No prerequisites. *Enrollment: 19 (expected: 12).*

Hour: 9:55-11:10 TR

HIDALGO

REL 228T (formerly 222) North American Apocalyptic Thought (Same as American Studies 228T) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel228.php)

SHUCK

THE ISLAMIC TRADITION

REL 230(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)

One of the two most consequential texts in human history, the Qur'an is more conscious of itself as text and the work of interpretation that is part of the life of a text. Because it is God's most important sign (and also because it is

Religion

relatively short) millions have memorized it and the art of Qur'anic recitation is one of the supreme Islamic performing arts. Nevertheless it is primarily as a text that the Qur'an exists in itself and in the minds of Muslims. The text of the Qur'an will thus be the focus of this course, reading it extensively, intensively and repeatedly throughout the semester. We will attend to the structure and variety of styles and topics in the text and to the Qur'an's understanding of itself in relation to other forms of literary expression. We will place the form and content in the context of seventh century c.e. Arab society and attend to the life of the Prophet (PBUH) that provides one crucial framework to the text. Through the lens of *tafsir*, Qur'anic commentary, we will also use the text to give an initial survey of some of the main theological, philosophical, mystical and legal developments in the Islamic tradition. Finally we will explore some of the aspects of the place of the text in the life of Muslims, including the development of calligraphy and recitation.

Format: lecture/discussion. Requirements: three essays (6-8 pages) based on class materials (at least one will have a revision process). Students able to read the Arabic text may substitute work in a collateral reading group of the Qur'an in Arabic for one of the essays.

No prerequisites. *Enrollment limit: 19 (expected: 10). Open to all.*

Hour: 8:30-9:45 TR

DARROW

REL 231 The Origins of Islam: God, Empire and Apocalypse (Same as History 209) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel231.php)

DARROW

REL 234(S) Shi'ism Ascendant?

One consequence, intended or not, of recent U.S. actions in the Middle East has been to inflame the Sunni/Shi'ite division and raise fears of Shi'ite ascendancy. Sectarian conflict is, in fact, the exception rather than the rule in Islamic history because Sunnis and Shi'a have in most places been separate and lived relatively peacefully together where they intermixed. This is the fourth time in Islamic history when the specter of an ascendant Shi'ism has occupied the Muslim community. Shi'ism has always been an alliance of the dispossessed and the intellectuals (assuming the latter are not among the former) and functioned in Islam to provide a vocabulary of revolution, a highly developed philosophy of religion, and a pietistic fervor in contrast to which Sunnism emerged. This course will compare the three earlier putative episodes of Shi'ite ascendancy in the eighth, tenth and sixteenth centuries C.E. and set these in conversation with contemporary developments. We will focus on the role of early Shi'ism as the vocabulary of an alternative vision of the legitimacy of the Islamic state, the ideas of the imamate and martyrdom, the emergence of Isma'ili and Twelver versions of Shi'ism, the conversion of Safavid Iran to Shi'ism, the Iranian revolution of 1979 and the scene in the post-Saddam Islamic world.

Format: lecture/discussion. Evaluation based upon class participation and two short (4-6 page) essays and a final research paper (12-15 pages).

No prerequisites, open to all classes. *Enrollment limit: 30 (expected: 15).*

Hour: 1:10-2:25 TF

DARROW

REL 236(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 216 and International Studies 101)

The collapse of the Soviet Union, the recognition of untapped mineral wealth, and Islamic resurgence have all led to an increased focus on Central Asia and its neighbors, Russia, China, the Middle East. This course will be an introduction to the Caucasus, the Central Asian Republics, Xinjiang and Mongolia and the interests of their neighbors, including now the United States in those areas. This will be a lecture course that will introduce the salient themes and issues that are necessary for understanding these areas. The course will inevitably be deeply comparative focusing on themes of "the clash of civilizations," the construction of national identities, notions of ethnicity and the treatment of ethnic minorities, resurgent religious movements, and the relation of state and civil society. This course will also function as an introduction to doing social scientific research on these areas and special attention will be devoted to the preparation of a research paper.

Format: lecture/discussion. Requirements: weekly responses, three short essays (4-6 pages), and one research paper (12-15 pages).

No prerequisites. *Enrollment limit: 30 (expected: 15). Preference given to first-year students and sophomores.*

Hour: 1:10-2:25 MR

DARROW

THE SOUTH-ASIAN TRADITIONS

REL 242 Buddhism: Concepts and Practices (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel242.php)

DREYFUS

REL 245 Tibetan Civilization (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/rel/rel245.php)

DREYFUS

REL 246 The Gendering of Religion and Politics in South Asia (Same as Women's and Gender Studies 246) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel246.php)

GUTSCHOW

REL 249 Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Asian Studies 233) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under ANTH 233 for full description.)

JUST

EAST ASIAN TRADITIONS

REL 250(S) Scholars, Saints and Immortals: The Religious Life in East Asia (Same as Asian Studies 250) (D)

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from *moral paragons*—stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the

Religion

cultural functions of moral paragons (and heroes more generally) by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. We will also interpret the top-down creation of new moral paragons by East Asian states, including the popularization of the samurai in interwar Japan and Mao Zedong's self-presentation as the embodiment of China. National communities, after all, gain their coherence from the invocation of public lives as well as the repetition of founding myths and collective narratives. Readings will include primary texts in translation by Chuang-tzu, Confucius, Shantideva and others. This course fulfills the Exploring Diversity Initiative by providing students with tools for cross-cultural analysis of moral paragons, as part of how societies manage difference and articulate hierarchies of privilege and power.

Format: lecture/discussion. Requirements: active participation, short writing assignments, midterm, and a take-home final exam.

No prerequisites. *Enrollment limit: 30 (expected: 20). Preference given to Religious Studies and Asian Studies majors.*

Hour: 11:00-12:15 MW

JOSEPHSON

REL 251 Zen Buddhism: History and Historiography (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/rel/rel251.php)

JOSEPHSON

REL 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256 and Women's and Gender Studies 256) (W) (D)

This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far-flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchy. Our analysis revolves around several interdependent themes. Finally we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How have feminist deconstructions of Buddhism transformed gender and social hierarchies in the contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.

Format: seminar. Requirements: 2 midterm papers, weekly Blackboard participation, final research papers, and class participation.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to religion majors, women's and gender studies concentrators, and seniors.*

Hour: 11:20-12:35 TR

GUTSCHOW

REL 257 Gods and Demons in East Asian Religion (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/rel/rel257.php)

JOSEPHSON

REL 259 Japanese Religions and the State (Same as History 214) (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel259.php)

JOSEPHSON

TRADITIONS OF AFRICA AND THE AFRICAN DIASPORA

REL 261(S) Rastafari: Dread, Politics, Agency (Same as Africana Studies 302 and Political Science 234)

(See under AFR 302 for full description.)

ROBERTS

COMPARATIVE INQUIRY

REL 270T Father Abraham: The First Patriarch (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel270.php)

DARROW

REL 271 Religion and the Modern Literary Imagination (Same as Comparative Literature 271 and English 271) (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel271.php)

HAMMERSCHLAG

REL 272(S) (formerly 302) Reproduction: Cultural and Social Constructions (Same as Anthropology 272 and Women's and Gender Studies 272)

(See under ANTH 272 for full description.)

GUTSCHOW

REL 279 Big Games: The Spiritual Significance of Sports (Same as Philosophy 226) (*Not offered 2008-2009; to be offered 2009-2010*)

(See under PHIL 226 for full description.)

DUDLEY

CONTEMPORARY CRITICAL INQUIRY

REL 281 Philosophy of Religion (Same as Philosophy 281) (*Not offered 2008-2009; to be offered 2009-2010*)

(See under PHIL 281 for full description.)

BARRY

REL 282T(S) Immortality and the Soul in Ancient and Medieval Thought (Same as Philosophy 220T) (W)

(See under PHIL 220 for full description.)

MCPARTLAND

Religion

REL 285T (formerly 305) Haunted: Ghosts in the Study of Religion (Not offered 2008-2009; to be offered 2009-2010) (W)
(www.williams.edu/Registrar/catalog/depts/rel/rel285.php)

BUELL

REL 286(F) (formerly 308) Shopping: Desire, Compulsion and Consumption

If the workplace was the essential site of modernity, then the shopping mall is the quintessential site of postmodernity; the place where consumption trumps production and, it has been argued, our only remaining public space. This course will focus on the experience of shopping, focusing on three themes. First we will explore the manufacturing of desire on which consumption must depend. We will critique the tired critiques of advertising and explore in more depth the neurotic and erotic dimensions of the creation of desire for objects. We will then turn to some comparative and historical analysis contrasting the experience of shopping in traditional bazaars and contemporary malls, as well as exploring the history of consumerism from the eighteenth century through the current phenomena of globalization. Finally, we will explore the place of shopping in our collective imaginations, attending especially to the relation between the gendering of the shopping experience and expressions of contempt and outrage toward consumerism, with a special focus on the discourse on Christmas in American society.

Format: lecture/discussion. Requirements: three essays (4-6 pages) and one ethnographic account (4-6 pages).

No prerequisites. Enrollment limit: 40 (expected: 20). Open to all.

Hour: 1:10-2:25 MR

DARROW

REL 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as Environmental Studies 287) (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/rel/rel287.php)

DREYFUS

REL 288(F) Embodied Mind: A Cross-Cultural Exploration (Same as Philosophy 288)

This course examines some of the central questions concerning the nature of the mind: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, etc. In confronting these questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between intentionality, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools, which are based on first person approaches, by relating them to the third person studies of neurobiologists such as Damasio. We come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the central questions of the course. We conclude by considering the relation between first and third person studies of the mind, focusing on Varela's concept of the embodied mind as a fruitful bridge between these different traditions.

Format: seminar. Requirements: attendance to a day-long introduction to the practice of meditation, regular practice of meditation, a class presentation and a research paper (15 pages).

No prerequisites. Enrollment limit: 22 (expected: 15). Preference given to students with relevant background

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

DREYFUS

REL 289T(S) (formerly 309) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Jewish Studies 491T) (W) (D)

In terms of vocabulary and metaphor, the Jewish experience of exile pervades modern, western discourse on the experience of being alienated, severed, and separated from one's national and natural homeland. Thus in this course we will take the Jewish experience of exile (*galut*) as our point of departure for a broader discussion of these themes as they relate to other diasporic communities. As a consequence of increased mobility, political instabilities, economic insecurity and the proliferation of means of communication, the state of Diaspora increasingly characterizes populations across the globe, from Africa, Asia, South America, and Europe. While we will not focus specifically on these communities, one of our tasks will be to discover how the Jewish experience shapes the discourse on exile and Diaspora that pervades modern discussions of displacement and emigration. We must further consider what is at stake politically and philosophically in privileging the Jewish experience, especially given the post-1948 community of Palestinian refugees. To illuminate this discussion we will draw on the literature of the Jewish tradition from the Hebrew Bible and rabbis to Twentieth Century accounts and reflections of Franz Kafka, Walter Benjamin and Emmanuel Levinas, as well as materials that reflect the voices of other refugee communities. We will then move to examine the relationship of the notion of the homeland to that of the promised land. We will consider the ambivalence in the nineteenth and twentieth century concerning discourse of blood and soil, and the consequent possibility that exile and rootlessness could signal positively.

Format: tutorial. Requirements: meeting in pairs, each student will either write and present a paper or respond to their partner's paper. Each student will write and present a 5-page paper on alternating weeks. On the weeks in which the student is not presenting, she will be expected to write a 1- to 2-page critique/response to her classmate's paper. The final assignment will be an 8- to 10-page paper that expands on an issue or question raised in class.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to Religion majors. This course will also serve as the capstone course for senior Jewish Studies Concentrators.

Tutorial meetings to be arranged.

HAMMERSCHLAG

REL 290T(F) Explorations of the Afterlife (W)

From Heaven to Hell, Valhalla to Hades, the Fields of Aaru to the Land of Yellow Springs, all cultures have generated images of other worlds that lie beyond death. By considering examples from a range of different cultures, this tutorial will guide students on an exploration of the topographies of these shadow-lands. In an effort to map the continuities and discontinuities between these visions of the hereafter, we will consider them as reflections of ex-

Religion

isting social hierarchies, examining their underlying assumptions about punishment and redemption, family, and ethics. Along the way, we will discuss culturally specific notions of death and mourning, attitudes towards the bodies of the dead, and controversies about the nature of the soul. Texts will include selections from primary works in translation, such as Virgil's *Aeneid*, Dante's *Inferno*, and *The Tibetan Book of the Dead*, as well as selections from secondary literature, including Teiser's *The Scripture on the Ten Kings*, Gauchet's *The Disenchantment of the World*, and Bremmer's *The Rise and Fall of the Afterlife*.

Format: tutorial.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to Religious Studies and Asian Studies majors.

Tutorial meetings to be arranged.

JOSEPHSON

REL 301 Word Virus: Cultural Theory after the Linguistic Turn (Same as Comparative Literature 301 and Linguistics 301) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rel/rel301.php)

JOSEPHSON

REL 303(F) (formerly 280) The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Philosophy 282) (W)

As thinkers of the 20th century came to question the Enlightenment ideal of human self-sovereignty, both for its intellectual and political consequences, many turned back to religious imagery and concepts in pursuit of alternate modes of conceptualizing the human being. This course will examine some such endeavors in the fields of philosophy, psychoanalysis and literature. While none of the texts we examine will be explicitly theological, all will, in some form or another, make use of theological notions such as revelation, redemption, or sacrifice. In examining these texts we will be asking some fundamental questions: What meaning do religious concepts have when emptied of dogmatic content? How effective are these concepts when employed in the service of cultural critique? How might such efforts reflect back on the theorizing and practice of religions in contemporary society? We will, furthermore, analyze the very category of the post-modern by considering its relationship to the Enlightenment, debating whether this relationship is one of continuity, rupture or both, and dissecting the critique that post-modern philosophy's concern for religion is a sign of its nostalgic or reactionary nature. Readings will include Immanuel Kant's *Religion within the Limits of Reason alone*, Friedrich Nietzsche's *Twilight of the Idols*, Jacques Lacan's *Feminine Sexuality*, as well as essays by Luce Irigaray, Georges Bataille, Emmanuel Levinas, Jean-François Lyotard and Jacques Derrida.

Format: discussion. Requirements will include regular participation and four writing assignments: three shorter papers of 3-5 pages on a question assigned by the instructor and a longer essay of 12-15 pages on an approved topic of the student's choice.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to Religion and Philosophy majors and Jewish Studies concentrators.

Hour: 11:00-12:15 WF

HAMMERSCHLAG

REL 304 From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344) (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/rel/rel304.php)

DREYFUS

REL 305 (formerly 284) Foucault (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel305.php)

SHUCK

REL 306 Feminist Approaches to Religion (Same as Women's and Gender Studies 307) (Not offered 2008-2009; to be offered 2009-2010) (W) (D)

(www.williams.edu/Registrar/catalog/depts/rel/rel306.php)

BUELL

REL 307(S) Thinking Gods: Cognitive Theories of Religion

Although it is still in its infancy, the so-called "cognitive turn" has already become one of the most exciting contemporary developments in the study of religion. During the past twenty years, scholars influenced by cognitive science have begun to formulate new models and challenge old assumptions about human religiosity and its relationship to the mind. In so doing, they have articulated theories about the evolutionary origins of religious concepts, reassessed the role of memory and of counterintuitive explanations in the perpetuation of religious ideas, and developed new concepts such as "theological incorrectness" and "systematic anthropomorphism." By examining the cutting-edge work produced by members of this movement on both sides of the Atlantic, this seminar for advanced students will trace the historical roots of the cognitive turn and introduce some of its most important recent products. Authors to be considered include Sigmund Freud, Ludwig Feuerbach, Jean-Pierre Dupuy, D. Jason Slone, Pascal Boyer, Veikko Anttonen, Scott Atran, Richard Dawkins, Dan Sperber, and Ilkka Pyysiäinen. Format: seminar. Requirements: active participation, class presentations, short writing assignments, and a take-home final exam.

Prerequisites: Religion 101 or permission of instructor. Enrollment limit 19 (expected: 15). Preference given to Religion majors and Cognitive Science concentrators.

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

JOSEPHSON

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

REL 402(S) Issues in the Study of Religion

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research. Topic for 2008-2009 is *Religion after Religion*.

Requirements: class reports, papers, and substantial research projects.

Prerequisites: senior major status or permission of instructor. Enrollment limit: 15 (expected: 15).

Hour: 1:10-3:50 W

HAMMERSCHLAG

REL 493(F)-W31; W31-494(S) Senior Thesis

ROMANCE LANGUAGES (Div. I)

Chair, Professor LEYLA ROUHI

Professors: BELL-VILLADA***, NORTON, ROUHI. Associate Professors: S. FOX*, FRENCH. Assistant Professors: MARTIN, PIEPRZAK. Visiting Professor: NICASTRO. Visiting Assistant Professor: PÉREZ VILLANUEVA. Lecturers: DESROSIERS. Visiting Lecturers: GLOVER, GOODBODY. Teaching Associates: BRAVO, BORZONE, DE LA FAYE, DUVIVIER, FERNÁNDEZ.

FRENCH

MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses above the 105 level with optimally one course each from the following areas:

- 1) Poetry and Poetics
- 2) Prose Narrative and Fiction
- 3) Theatre and Dramatic Literature
- 4) Thematics, Special Topics, Survey Courses

Students must also take a 400-level capstone seminar which may count toward any of the four required areas.

As RFLR 104 is a special course that replaces 105 and 106 for those students starting French at the 103 level, 104 will count towards the major as a substitute for RLFR 106.

Students entering the major program at the 109/110-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at the 200-level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- 1) at least two courses in French language and/or literature above the French 103 level;
- 2) a senior seminar;
- 3) *Electives*: The remaining courses needed to complete the major must be drawn from at least *three* different departments and relate primarily to an aspect of the culture, history, society, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

History 331 The French and Haitian Revolutions
Religion 301 Psychology of Religion

All courses in French literature and language above the 103 level.

In addition, students should take at least two non-language courses that are taught in French.

THE DEGREE WITH HONORS IN FRENCH

Honors candidates are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three-to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Romance Languages

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the Certificate. Those interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior French background, the course sequence will consist of French 101-102,

French 103 and 104, and three courses in French above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at French 103, in addition to the three courses in French beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in French or Francophone cultural history (art, literature, drama, music) and the other in French or Francophone intellectual, political or social history.

See French Studies Major description above for list of possible electives in other departments.

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101-102 level must take this test, regardless of their previous preparation.

STUDY ABROAD

French majors are strongly advised to complete part of the requirements for the major by studying abroad either during the academic year or the summer. Most American study-in-France programs require applicants to have completed a fifth-semester, college-level French course (French 105, for example) before they go abroad. A special affiliation with the Hamilton Junior Year in France program enables Williams students (who have completed 105) to participate in a comprehensive academic and cultural experience in a French-speaking environment. Credit for up to four courses towards the major can be granted at the discretion of the Department: normally 2 major credit for one semester and up to 4 major credits for a full year or two semesters. The final assignment of credit will be authorized in consultation with the student's major advisor once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French by the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may well be beneath the pedagogical standards normally associated with a Williams education, students will receive major credit for only those programs recommended by the Department. Please consult a faculty member to find out which programs are acceptable. Normally, the Department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams.

LANGUAGE AND CIVILIZATION COURSES

RLFR 101(F)-W088-102(S) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco.

Format: the class meets five hours a week. Evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams. Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. Credit granted only if both semesters are taken. For students who have taken less than two years of high school French. *Conducted in French.*

No prerequisites. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to first- and second-year students and those with compelling justification for admission.*

Hour: 9:00-9:50 MWF and 8:55-9:45 TR
9:00-9:50 MWF and 8:55-9:45 TR

First Semester: MARTIN
Second Semester: PIEPRZAK

RLFR 103(F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing communication skills necessary to function in daily life; learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world. Conducted in French.

Format: class meets three hours a week with the professor, plus a fourth hour conference class with the French Teaching Assistants. Requirements: active class participation, workbook exercises and compositions, short papers, chapter tests, midterm, and final exam.

Prerequisites: French 101-102 or examination placement. NOTE: Students should seriously consider taking French 103 AND 105 if they intend to enroll in more advanced French courses at the level of French 106 or above, or if they anticipate studying in France or in a Francophone country during their junior year. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to first- and second-year students and those with compelling justification for admission.*

Hour: 10:00-10:50 MWF

Conference: 1:10-2 W

MARTIN

RLFR 104(S) Intermediate French II: Advanced Intermediate Studies in French Language and Francophone Culture

As a continuation of French 103, this course explores the diverse cultural and political identities in the Francophone world through short literary texts and film from France, Africa, the Caribbean and the Middle East while building on linguistic skills in French. The course will provide an in-depth advanced review of grammar structures, but will emphasize the application of those structures in activities of composition, reading, oral presentation and discussion. After successfully completing French 104, students may register for French 109. *Conducted in French.*

Format: class meets three hours a week plus a fourth conference hour with French teaching associates. Requirements: class participation, short papers, oral class presentations, quizzes and exams.

Prerequisites: French 103. This course is primarily for continuing French 103 students. Students who have placed at the advanced intermediate level on the placement exam should register for French 105. *Enrollment limit: 20 (expected: 20). If overenrolled, preference given to continuing 103 students and potential French majors.*

Hour: 11:20-12:35 TR

Conference: 1:10-2 W

PIEPRZAK

RLFR 105(F) Advanced French: Linguistic and Cultural Intrigue in the Francophone World (I)

What mysterious set of connections brings together a young Québécoise graduate student, an 18th-century French manuscript by the author of *Dangerous Liaisons*, a chameleon-like Parisian bent on tracking the young student, a sinister French police inspector, and a suave Caribbean book collector with roots in two continents? Where is the kaleidoscope of cultural signs leading us: the Zydeco culture of Louisiana and New Orleans, enigmatic Creole proverbs such as “The green beans are not salted” and “Okra is not eaten with one finger”, the dizzying shift of international locales, and the autumnal radiance of Paris? We set out with Claire Plouffe and her young, somewhat sinister admirer, Jean-Louis Royer, through a deepening international mystery set in a Francophone environment and embracing the rich variety of cultural and linguistic experience that has helped shape the role of France in the world. Against this backdrop, the course seeks to build on the writing, reading, and aural comprehension skills in French developed at the elementary and intermediate levels (especially those of French 103). It will consist of a continued review of fundamental grammar structures, but will emphasize the application and assimilation of those structures in activities of composition, oral presentation, and discussion. *Conducted in French.*

Requirements: class participation, attendance, short papers, and five hour-long exams.

Prerequisites: French 101-102, 103, or examination placement. *Enrollment limit: 20 (expected: 20).*

Hour: 11:20-12:35 TR

Conference: 2:10-3 W

NORTON

RLFR 106(S) Advanced French: Linguistic and Cultural Intrigue in the Francophone World (II)

The plot thickens as Claire Plouffe’s quest takes her and Jean-Louis Royer to the lush tropical climes of Fort-de-France in Martinique, to the relaxed multi-cultural setting of Sénégal and French West Africa, on to the home comforts of Geneva and Switzerland, the rustic, lavender-laden ambience of Provence and the South of France, and finally, the vertiginous return to Quebec and the unraveling and resolution of the enigma. Now, the range of cultural signs is even more disparate, from the disquieting confrontations with colonialism and racial injustice, the aspirations of *négritude*, the animist spirituality of African culture, the linguistic and political independence of the Suisse Romande, and the ancient sense of linguistic and cultural autonomy that has helped shape Provence’s distinctiveness within the unity that is France. As the mystery reaches its *dénouement*, the unraveling leads to a series of revelations that shed light on the tales of murder, treachery, betrayal, and purported forgery that have served as the backdrop to Claire’s long quest for the mysterious manuscript. This course continues the basic structure, goals and methodology developed in RLFR 105. It assumes active familiarity with the French present, compound past, imperfect, and subjunctive tenses, as well as with most of the basic irregular verbs. Its focus continues to highlight writing, reading, and aural comprehension skills in the context of multi-cultural interpretation and grammar review. *Conducted in French.*

Requirements: class participation, attendance, short papers, and five hour-long exams.

Prerequisites: French 101-102, 103, 105 or examination placement. *Enrollment limit: 20 (expected: 20). Preference given to students continuing from RLFR 105 and those admitted by placement.*

NOTE: See RLFR 105 for more information on the sequencing of French 105/106.

Hour: 11:20-12:35 TR

Conference: 2:10-3 W

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, Chateaubriand, Flaubert, and Maupassant. *Conducted in French.*

Romance Languages

Format: lecture/seminar. 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. *Enrollment limit: 20 (expected: 20). Preference will be given to French majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR NORTON

RLFR 110 War and Resistance: Two Centuries of War Literature in France, 1804-2004 (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr110.php)

MARTIN

RLFR 111(F) Introduction to Francophone Studies (Same as Africana Studies 111) (D)

The Francophone world, stretching across Europe, Africa, the Middle East, Asia, the Caribbean and the Americas, has often been described as a family joined by a shared language and condition born of colonial history. Through fiction and film, this course will examine how writers and filmmakers from the Francophone world have approached the idea of their 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. This course invites students to enter into critical engagement with cultural constructions of difference, colonial and post-colonial constructions of subjectivity, culturally contested imaginations and treatment of gender and race, and the very idea of the Francophone itself. Authors we will read include: Jean-Marie Adiaffi (Côte d'Ivoire), Henri Lopes (Congo), Driss Chraïbi (Morocco), Dany Laferrière (Haiti), Maryse Conde (Guadeloupe), Aime Césaire (Martinique), Assia Djebar (Algeria), and Linda Lê (Vietnam). Films studied include *Moolaadé* (Ousmane Sembène), *Kéïta ! L'héritage du griot* (Dani Kouyaté), *La vie sur terre* (Abderrahman Sissoko) and *Rue Case-Nègres* (Euzhan Palcy). *Conducted in French.*

Format: seminar. Requirements: active class participation, reading journal, two short papers, an oral presentation, and a final paper.

Prerequisites: French 105 or above or results of the College Placement Examination, or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 1:10-2:25 MR

PIEPZAK

RLFR 204 The Spirit of the Renaissance: Rediscovery and Invention (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr204.php)

NORTON

RLFR 208 Fatal Passions and Happy Fools: French Theater in the Age of Louis XIV (Same as Comparative Literature 208) (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr208.php)

NORTON

RLFR 210(S) Fantastic Spaces and Imaginary Places: Literary Text and Image in Late Medieval and Early Modern France

When Aristotle speaks of Homer's powers of language, he describes the Poet's skill as a dimension of energy and eye, the capacity to "represent everything as moving and living" and thus to be "graphic", to make the audience actually see things through words. Medieval and Renaissance French writers based their literary projects on these ancient theories of visualization and presentation. The result was a period of intense literary creativity that encompasses a kaleidoscope of issues converging both on poetics and painting as well as on concepts of architectural and landscape design. This capacity to imagine is at the heart of writing about travel, exploration, discovery, spatial and natural description, phantasmagoric quests, poetic "madness", and the contemplation of mind. The primary vehicle through which we will examine these issues is the literary text and its supporting manuscript illuminations and book illustrations: namely, selected texts from Guillaume de Lorris' and Jean de Meung's *Roman de la Rose* and the allegory of love, Guillaume Du Bellay's *Antiquités de Rome* and *Regrets*, François Rabelais's grotesque epic of Gargantua and Pantagruel, and Pierre de Ronsard's sonnet cycles on love and nature (*Les Amours*). We will examine how these overarching literary issues intersect with parallel developments in the visual arts (Burgundy in the 15th century, the Myth of the Golden Age, The School of Fontainebleau, Clouet), ecclesiastical and domestic architecture, including the development of the château, landscape and garden design and its allegorical configurations. *Conducted in French.*

Format: lecture/discussion. Requirements: class participation, two 7-page papers, a midterm examination, and an oral presentation.

Prerequisites: French 109, 110, 111, or permission of instructor. *Enrollment limit: 15 (expected 10). If overenrolled, preference given to French and Comparative Literature majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR

NORTON

RLFR 212 Sister Revolutions in France and America (Same as Leadership Studies 212 and History 393) (*Not offered 2008-2009; to be offered 2009-2010*)

(See under LEAD 212 for full description.)

DUNN

RLFR 214 Paris on Fire: Incendiary Voices from the City of Light (1830-2005) (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr214.php)

MARTIN

RLFR 226(F) Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War (Same as Africana Studies 226)

Today the countries of North Africa are experiencing rapid social change. Rap music can be heard spilling out of windows while television sets broadcast a call to prayer. In the market place, those selling their goods compete to be heard over the ringing of cell-phones. Old and new exist side by side, albeit sometimes very uncomfortably. During the past decade, literature has emerged in both French and Arabic examining the effects of globalization: unequal modernization, unemployment, cultural change and cultural resistance. In this course, we will read short

Romance Languages

stories that address these issues as well as analyze films, sociological texts and Moroccan, Algerian and Tunisian newspapers on the web in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Abdelhak Serhane among others. *Conducted in French.*

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). Preference given to French majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR

PIEPRZAK

RLFR 310 Sexuality and Seduction in Nineteenth and Twentieth-Century France (Same as **Women's and Gender Studies 310**) (*Not offered 2008-2009; to be offered 2009-2010*) (D)
(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr310.php)

MARTIN

RLFR 312T (formerly COMP 312) Francographic Islands (*Not offered 2008-2009; to be offered 2009-2010*) (W) (D)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr312.php)

PIEPRZAK

RLFR 314 Between the Two World Wars (*Not offered 2008-2009; to be offered 2009-2010*)
(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr314.php)

DUNN

RLFR 412(S) Senior Seminar: Desperate Housewives and Extreme Makeovers: Novel Approaches to the Nineteenth-Century Novel (Same as **Women's and Gender Studies 408**)

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the historical past and reverberate in the cultural present. Desperate housewives, sex in the city, queer eyes for straight guys, and extreme makeovers fill the pages of the nineteenth-century novel. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Maupassant and Zola, the novel became an extraordinary forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, the domestically-abused Gervaise, and the man-eating courtesan Nana became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these characters continue to haunt our twenty-first century present. Reinterpreted by such contemporary actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, and Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, and Chabrol. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper. Prerequisites: French 109, 110, 111 or permission of instructor. *Enrollment limit: 12 (expected: 10). Preference given to French, Comparative Literature, and Women's and Gender Studies majors and those with compelling justification for admission.*

Hour: 1:10-2:25 MR

MARTIN

RLFR W30 Honors Essay

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

RLFR 497(F), 498(S) Independent Study

RLFR 511(F) Intensive Grammar and Translation

Emphasis will be on a thorough and systematic review of sentence structures and grammar. Students will learn to decipher the subtleties of the written language and as they become more confident, they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.

Format: Classes meet twice weekly and are *conducted in English*. Evaluation will be based on class participation, papers, a midterm and a final examination.

Prerequisites: none. A student may start such course with little knowledge of French but a resolute interest in learning how to read it. *Enrollment is open for graduate students in the Master's in Art History Program; undergraduates are welcome, by instructor's permission.*

Hour: 8:30-9:45 TR

DESROSIERS

RLFR 512(S) Readings in French Art History and Criticism

This course will provide students of the Williams College Graduate Program in the History of Art and others interested with knowledge of French acquired through translation and interpretation.

The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read (excerpts from museum entries, the Gazette des Beaux-Arts, Salons by Diderot, Baudelaire or Thoré, and authors such as Francastel, Valéry, Focillon, Derrida to name a few), will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French. Grammar will be reviewed in context.

Evaluation is based on class participation, papers, a midterm, a project and a final examination.

Prerequisite: French 511 or permission of instructor.

Hour: 8:30-9:45 TR

DESROSIERS

ITALIAN

RLIT 101(F)-W88-102(S) Elementary Italian

This is a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written com-

Romance Languages

positions on a regular basis.

The class, which meets five hours a week, is conducted entirely in Italian.

Evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%).

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

Enrollment limit: 22. The course is not open to those who have had one year or more of high school Italian. Instructor will prioritize on the basis of study abroad plans and year at Williams.

Hour: 9:00-9:50 MTWRF

NICASTRO

RLIT 103(F) Intermediate Italian

This course reviews and builds on vocabulary and structures studied in first-year college-level Italian. As a means to this end, students will engage in text-based grammar-review drills in meaningful context; and will read short stories, excerpts of a contemporary novel, and non-literary texts dealing with current issues in Italian society.

Evaluation will be based on classroom participation, completion of assigned exercises, and a combination of chapter tests, and a final exam.

Prerequisites: Italian 102 or equivalent. *Enrollment limit: 25 (expected: 15).*

Hour: 11:00-11:50 MWF

NICASTRO

SPANISH

The Spanish major consists of nine courses above the 103-104 level. These nine courses include 301, any 200 level or above (*excluding RLSP 205 and RLSP 303*), and 403. Spanish majors should note that RLSP 301 is only offered in alternate years, and they are therefore required to plan their courses accordingly. One 200-level course must be completed at Williams. Other courses, taken at overseas programs, may be used to satisfy the requirements of the major, with approval of the department. The Spanish faculty strongly suggests that students take 201 and 200 at some point in their studies, and especially recommends that they do so before rather than after studying abroad.

The major seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students majoring in Spanish may replace one of their Spanish electives with a course in Comparative Literature, with one course in Latin-American Studies that is 200-level or higher, or with a course in Linguistics.

Inasmuch as all courses in Spanish assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

Courses numbered in the 100s are language courses, with 105 and 106 combining grammar and literature. RLSP 200 and RLSP 201 focus on civilization and culture, while other 200-level classes serve as gateway courses for literary study, in ascending order of difficulty; they are thus suitable for first-years and sophomores. Courses in the 300s require both serious grounding in the study of literature and an advanced command of the language. The 400-level course offered annually is the senior seminar, serving as "capstone course" to the Spanish major.

THE DEGREE WITH HONORS IN SPANISH

Candidates for a senior thesis must have maintained a 3.5 GPA in the major by the time of proposal submission. Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 030) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

Romance Languages

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the Certificate. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

A placement test in Spanish is administered at Williams at the opening of the fall semester. Incoming first-year students who wish to register for any Spanish courses above the 101 level must take this test.

STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to include study in Spain or Latin America as part of their program at Williams. Through its special ties with the Hamilton College Academic Year in Spain, the department offers a comprehensive linguistic and cultural experience in a Spanish-speaking environment, for periods either of a semester or a year. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Students interested in study abroad should consult with a member of the department at their earliest convenience.

RLSP 101(F)-W88-102(S) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Format: the class meets five hours a week. Requirements: students will complete workbook and CD-rom exercises weekly. Evaluation will be based on participation, regular homework exercises, quizzes, a midterm, and a final exam.

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken. Enrollment limit: 20. This course is 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: PÉREZ VILLANUEVA
Second Semester: GOODBODY

RLSP 103(F) Intermediate Spanish

This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. *Conducted in Spanish.*

Format: class meets three hours each week with the professor, plus an additional fourth hour with a teaching assistant from Latin America or Spain. Requirements: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.

Prerequisites: Spanish 101-102 or placement exam results. *Enrollment limit: 20 (expected: 20).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conference: 2:10-3, 3:10-4 W FRENCH, BELL-VILLADA

RLSP 104(S) Upper Intermediate Spanish

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. Films and reading selections will enable students to deepen their understanding of Hispanic cultures.

Format: class meets four hours a week. Requirements: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam.

Prerequisites: Spanish 103 or the results of the Williams College placement exam. *Enrollment limit: 22 (expected: 22).*

Hour: 11:00-11:50 MWF, 12:00-12:50 MWF Conferences: 2:10-3, 3:10-4 W GOODBODY, PÉREZ VILLANUEVA

RLSP 105(F) Advanced Composition and Conversation

This course involves intensive practice in speaking and writing. Students are also expected to participate actively in daily conversations based on the study of grammar book, as well as selected short stories by Peninsular writers. In addition, they will write frequent compositions and perform regular exercises using the internet. *Conducted in Spanish.*

Romance Languages

Format: lecture/discussion. Evaluation will be based on class participation, compositions, a midterm, and a final exam. This course requires students to have produced 16-19 or more pages of writing by the end of the semester. Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20 (expected: 20). Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.*

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF Conferences: 1:10-2, 2:10-3 W

GLOVER, 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. Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.*

Hour: 10:00-10:50 MWF

Conferences: 2:10-3 W

FRENCH

RLSP 200 (formerly 112) Latin-American Civilizations (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp200.php)

BELL-VILLADA

RLSP 201(F) (formerly 111) The Cultures of Spain

Linguistically, culturally, and historically, the Iberian peninsula bears the traces of the past civilizations that once inhabited the land. Iberians, Celts, Phoenicians, Greeks, Carthaginians, Romans, Visigoths, Arabs, and Jews have all been instrumental in shaping the modern nation and the contributions of these groups are the starting point in any understanding of Spain's rich cultural heritage and traditions. Cultural diversity in contemporary Spain reflects at once the distinct autonomous regions which constitute the socio-political fabric of the country, such as Catalonia and the Basque Country, and also patterns of migration both within and beyond the European Union. In this course we will examine and consider Spain past and present. We will study periods of tolerance and cultural brilliance, such as the co-existence of Arabs and Jews in Medieval Cordoba, as well as censorship and repression, brought about by the institution of the Inquisition, for example, or during the Franco Regime. Materials will include representative works from literature, art, architecture, music, and film. Secondary texts providing essential socio-political and historical context will be supplied. *Conducted in Spanish.*

Requirements: active participation in class discussions, an oral presentation, several short writing assignments, a midterm and a final.

Prerequisites: Spanish 105, permission of instructor, or results of the Williams College placement exam. *Enrollment limit: 20 (expected: 20).*

Hour: 11:00-11:50 MWF

PÉREZ VILLANUEVA

RLSP 202 The Generation of 1898 (Not offered 2008-2009) (W)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp202.php)

ROUHI

RLSP 203 From Modernismo to El Boom de la Novela (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp203.php)

BELL-VILLADA

RLSP 204(S) Icons and Imaginaries: Culture and Politics in Latin America (D)

This course provides an overview of Latin American culture and politics by focusing on some of the most recognizable names and faces from the continent's turbulent history: Christopher Columbus, Hernán Cortés and Malintzin, Simón Bolívar, José Martí, Pancho Villa, Eva Perón, Frida Kahlo, Che Guevara, Rigoberta Menchú and Hugo Chávez. In addition to exploring the controversies surrounding each figure and her or his influence within a specific historical context, we'll also unpack some of the overarching issues of Latin American culture and politics: How are nations and nationalism constructed through processes of representation, and what roles do specific iconic figures play in that process? How can popular culture challenge elite representations of the nation and its heroes/heroines, and how durable are the images it produces as expressions of collective will? What opportunities are available to women and sexual minorities in a political culture that has been historically dominated by macho military types? This course fulfills the EDI requirement by enabling students to appreciate the figures that have influenced generations of Latin American women and men and their sense of what is politically possible, while challenging the class to identify the operations of power at work in the construction of the figures themselves.

Format: lecture/discussion. Assignments will include political and cultural essays, literature and films. Three 5-page papers. *Conducted in Spanish.*

Prerequisites: RLSP 105 or 106 or the equivalent. *Enrollment limit: 21 (expected: 20). Preference given to Spanish majors and qualified first-year students.*

Hour: 2:35-3:50 TR

FRENCH

RLSP 205 The Latin-American Novel in Translation (Same as Comparative Literature 205) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp205.php)

BELL-VILLADA

RLSP 208 The Spanish Civil War in Literature and Film (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp208.php)

S. FOX

RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as Latina/o Studies 209) (Not offered 2008-2009; to be offered 2009-2010)

(See under LATS 209 for full description.)

CEPEDA

RLSP 211(F) Survey of Medieval and Golden Age Spanish Literature

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include epic and lyric poems, a picaresque novel, several additional prose selections, and selected plays. *Conducted in Spanish.*

Evaluation will be based on class participation, short paper assignments, and a final paper.

Prerequisites: Spanish 105 or permission of instructor.

Hour: 1:10-2:25 MR

ROUHI

RLSP 217 Love in the Spanish Golden Age (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp217.php)

ROUHI

RLSP 219 Humor in Spanish-American Literature (Not offered 2008-2009; to be offered 2009-2010) (D)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp219.php)

FRENCH

RLSP 220 Women in Twentieth-Century Spain (Same as Women's and Gender Studies 222) (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp220.php)

S. FOX

RLSP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America (Same as Comparative Literature 230T) (W) (D)

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. Even after the carnage of the Independence Wars came to an end, the new republics continued some of the most violent pursuits of the colonial period: indigenous people were conquered, their lands settled by whites or used for grazing cattle, and blacks (often despite the official abolition of slavery) continued to suffer exclusion, oppression, and abuse. It was a century of civil wars (Mexico, Argentina, Uruguay, Peru, Colombia, Venezuela) and of two bitter international wars, the Paraguayan War (1864-1870), and the Pacific War (1879-1883), each of which would have a lasting impact on the countries involved. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of state-sponsored violence. Issues to be explored include militarism and the development of nationalism; genocide and the national community; torture, truth and testimony; and the nature of "civilization." We will read a variety of 19th century texts by authors like Rosa Guerra, Lucio V. Mansilla and Ricardo Palma; in addition we will also read a few contemporary texts, written in the aftermath of the most recent dictatorships in the Southern Cone and elsewhere, that actively reflect on the long history of state-sponsored violence in Latin America. This course fulfills the EDI requirement by encouraging students to examine the ways that national identities have been constructed in Latin America (and, by extension, elsewhere) emphasizing the forms of violence that have been part of that process.

Format: tutorial. Students will decide whether they prefer to take the course in Spanish (for Spanish/COMP credit) or in English (for COMP credit). Students will work in pairs throughout the semester, each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and the other will critique the paper orally.

Prerequisites: Spanish 200 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Spanish and Comparative Literature majors.*

Tutorial meetings to be arranged.

FRENCH

RLSP 242(S) Representations of the Spanish-American City

The city has been a rich subject for Spanish-American writers and filmmakers because it seems to embody both social order and chaos, economic progress and cultural corruption, civilized refinement and terrifying violence. In this course we will study several short novels and films that have emerged around three such urban centers: Buenos Aires, Argentina; Mexico City, Mexico; and Medellín, Colombia. We will look at issues of urban geography and the often reciprocal relationship between humans and the built environment, and the seemingly competing forces of order and instability that push individuals to commit acts of indiscretion, repression, and outright violence. Readings will include works by César Aira, José Agustín, Jorge Luis Borges, Beatriz Guido, and Fernando Vallejo, as well as theoretical texts on the city. Films will include features by Alejandro Agresti, Alejandro González Iñárritu, and Emilio Maillé. *Conducted in Spanish.*

Format: seminar/discussion. Evaluations will be based on meaningful class participation, three short papers, and one oral presentation.

Prerequisites: RLSP 105 or higher, or results of the Williams College placement exam, or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 1:10-2:25 TF

GOODBODY

RLSP 255(F) Women's Autobiographies in Post-Franco Spain (Same as Women's and Gender Studies 255)

This course is a study of the genre of autobiography and women narrators in twentieth-century Spain. We will read works by Carmen Martín Gaité, Ana María Matute, Rosa Chacel, Rosa Montero and Laura Freixas among others, where we will explore five essential elements that construct a life narrative: memory, experience, identity, body and agency. We will also analyze the self and identities of the narrators, and how their lives might reflect a collective memory of the Spanish community after dictatorship. *Conducted in Spanish.*

Format: discussion/seminar. Evaluation will be based on class participation, several short writing assignments, and a final paper. At least one of the short assignments will be edited and re-written; the final paper will be handed in as a draft first and then edited.

Prerequisite: Spanish 105 or higher, or permission of instructor, or results of the Williams College Placement Test.

Romance Languages

Enrollment limit: 22 (expected: 20). Preference given to Spanish majors and students with a background in literature.

Hour: 1:10-2:25 TF

PÉREZ VILLANUEVA

RLSP 271 The Interaction of Three Religions and Cultures in Early Modern Spain (Same as Comparative Literature 265) (Not offered 2008-2009)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp271.php)

ROUHI

RLSP 301(S) Cervantes' *Don Quijote*

This course is an in-depth study of Cervantes' masterpiece *Don Quijote*. With this novel, Cervantes forever transformed the European literary landscape and the future of prose fiction. We will consider the singularity of Cervantes' achievement from the perspectives of language, literature, and culture. The literary and social background of the period will also shape our understanding of the work's historical context. Additional reading will include a selection of major critical studies. *Conducted in Spanish.*

Format: seminar. Evaluation will be based on meaningful class participation and 20-25 pages of writing divided into several discrete assignments, some of which will include rewriting, and a final paper.

Prerequisites: any 200-level Spanish course. *Enrollment limit: 19 (expected: 15).*

Hour: 8:30-9:45 MW

PÉREZ VILLANUEVA

RLSP 303(S) Cervantes' *Don Quixote* (Same as English 308 and Comparative Literature 313)

An in-depth study of the first (and arguably the best) modern novel in the finest English-language translation available, designed for students with no knowledge of Spanish. We will spend the semester exploring the array of themes and characters elaborated by Cervantes in his influential masterpiece, and we will make connections to some of the many takes on *Don Quixote* in other literatures and media. Historical and theoretical information, as well as close reading, will shape our understanding of this work of art which has left an impact on numerous European and American novels. *Conducted in English.*

Evaluation based on meaningful participation, short written assignments, and a final paper.

Prerequisite: any 200-level literature class at Williams, or permission of instructor. *Expected enrollment: 30. This course does not fulfill the requirement for the Major in Spanish.*

Hour: 1:10-2:25 MR

ROUHI

RLSP 306T Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T)

(*Not offered 2008-2009; to be offered 2009-2010*) (W)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp306.php)

BELL-VILLADA

RLSP 308(S) Foundations of Latin American Literature: Colonialism and Post-Coloniality (D)

This course offers a survey of major Latin American writers from the beginning to 1900: we will read some of the most significant chronicles of first contact and the conquest, work by Sor Juana Inés de la Cruz and other writers from the colonial period, and important texts from the wars of independence and early national era. The first half of the course, focusing on the period from 1492 to 1800, will examine some of the artistic forms that emerged in response to colonization and the increasingly heterogeneous polities of Spanish America. In the second half of the term we explore a few of the ways that 19th-century intellectuals revisited these tropes and ideas in shaping the identities of the new republics, raising theoretical questions such as: How do republican artists and intellectuals respond to the racial and cultural diversity of their countries? To what extent is the cultural production of postcolonial Spanish America a continuation of colonial cultural forms? To get to the bottom of some of these issues we will also read those works of postcolonial theory that have proved most thought-provoking for scholars of Latin American literature. This course fulfills the EDI requirement because our reading of canonical Latin American literature is explicitly focused on issues of power, violence and exclusion, including the historical exclusion of women and indigenous peoples from Latin American literature and politics. *Conducted in Spanish.*

Format: lecture/discussion. Two 5-page papers and one 10-page final essay.

Prerequisites: one 200-level course in Spanish or Latin American literature or permission of instructor. *Enrollment limit: 15 (expected: 6).*

Hour: 1:10-3:50 W

FRENCH

RLSP 403(F) Senior Seminar: Power, Repression, and Dictatorship in the Latin-American Novel

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied. Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound. *Conducted in Spanish.*

Requirements: three papers based on the readings, one oral report on the life and personality of a given dictator, and a final exam.

Prerequisite: any 300-level course or two 200-level courses or permission of the instructor.

Hour: 2:35-3:50 MR

BELL-VILLADA

RLSP W30 Honors Essay

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

RLSP 497(F), 498(S) Independent Study

RUSSIAN (Div. I)

Chair, Professor JULIE CASSIDAY

Professors: CASSIDAY, GOLDSTEIN. Associate Professor: VAN DE STADT. Teaching Associate: IN-YASHKIN.

LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. Russian 101-W88-102 covers the basics of Russian grammar. Russian 151 and 152 offer additional instruction in grammar and provide extensive practice in reading and conversation.

STUDY ABROAD

The department strongly encourages students desiring to attain fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 152 or the equivalent and junior standing are normally prerequisite for study abroad.

LITERATURE AND CULTURE IN TRANSLATION

The department regularly offers courses on Russian literature and culture in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with the major achievements in Russian literary and cultural history.

THE CERTIFICATE IN RUSSIAN

To enhance a student's educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand his or her knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for all the 100-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three courses in Russian) after enrolling at Williams. 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
- 151
- 152
- one additional course conducted in Russian

Electives

- at least one course on Russian cultural history
- at least one course on Russian intellectual, political, or social history, or post-Soviet economics

THE MAJOR

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art. The major requires a minimum of ten courses of which at least six must be conducted in Russian, at least two must be at the 300-level, and one at the 400-level. In addition, students may take up to four related courses offered by other departments and taught in English.

Examples of appropriate courses in other departments are:

- History 140 Fin-de Siècle Russia: Cultural Splendor, Imperial Decay
- History 240 Muscovy and the Russian Empire
- History 241 The Rise of the Soviet Union
- History 440 Reform, Revolution, Terror: Russia, 1900-1939
- Sociology 332 Communism and its Aftermath

Students selecting the major must typically complete Russian 152 or the equivalent by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version of it. Russian majors may receive major credit for summer language study (in consultation with the department) and for as many as four courses taken during study abroad.

THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493-W31-494) of honors quality.

RUSS 101(F)-W88-102(S) Elementary Russian

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all four language skills: listening comprehension, speaking, reading, and writing, through intensive use of authentic written materials and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who have studied Russian in secondary school, consultation with the instructor is required before registering for any Russian language course in the sequence 101 through 252.

Russian

Format: the class meets five hours a week. Requirements: active class participation, completion of all 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: 10:00-10:50 MWF and 9:55-11:10 TR
10:00-10:50 MWF and 9:55-11:10 TR

First Semester: GOLDSTEIN
Second Semester: VAN DE STADT

RUSS 151(F), 152(S) Continuing Russian

This course develops all four skills-conversation, listening comprehension, reading, and composition-for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom designed to meet the needs of those students who enroll, so that both intermediate-level and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged). Requirements: active class participation, completion of all assignments, quizzes, and a final exam.

Prerequisites for 151: completion of at least one year of college-level Russian (RUSS 101-102) or permission of the instructor. Prerequisites for 152: Russian 151 or permission of the instructor. *No enrollment limit (expected: 6-10).*

Hour: 11:00-11:50 MWF
11:00-11:50 MWF

First Semester: VAN DE STADT
Second Semester: CASSIDAY

RUSS 203 Nineteenth-Century Russian Literature in Translation (Same as Comparative Literature 203) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/russ/russ203.php)

RUSS 204(F) Revolution and Its Aftermath: Russian Literature Since 1900 (Same as Comparative Literature 204)

We are fast approaching the one-hundredth anniversary of Russia's Great October Revolution, a political event that had prodigious cultural consequences and eventually polarized artists and intellectuals alike. Nowhere is this struggle more prominently played out than in the pages of Russian/Soviet literature. In this course, we will read a variety of works by "canonical" and "non-canonical" writers and consider the many forces-historical, political, spiritual, ethnic, and cultural-that shaped national *belles lettres* for the last hundred years. Our authors will include Gorky, Babel, Akhmatova, Bulgakov, Solzhenitsyn, Voznesenskaya, and Pelevin. *No knowledge of Russian is expected and all readings will be in English.*

Format: seminar/discussion. Requirements: active and consistent class participation, two short papers, one oral presentation, and a final project.

No prerequisites. *Enrollment limit: 20 (expected 20). Preference will be given to students considering a major in Russian, Comparative Literature, or Literary Studies*

Hour: 1:10-2:25 MR

VAN DE STADT

RUSS 206(S) Topics in Russian Culture: Feasting and Fasting in Russian History

This course will use the methodology of food history to explore the broader historical, economic, and artistic conditions that gave rise to Russian culture. We will examine culinary practice as well as the social context of cooking and eating in Russia. In order to elucidate the important interplay between culture and cuisine, we will discuss such issues as the domestic roles of women and serfs, the etiquette of the table, the role of drinking and temperance movements, and the importance of feasts and fasts in the Russian Orthodox Church calendar. Short stories, memoirs, and cookery books will provide insight into class and gender differences, cooking techniques, and the specific tastes that characterize Russian cuisine. This class will present Russian culture from a predominantly domestic point of view that originates from the wooden spoon as much as from the scepter. *Knowledge of Russian is not required.*

Format: seminar. Requirements: several short written assignments and class presentations, a final project involving research in some aspect of Russian culinary history, and participation in a communal feast.

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

Hour: 11:20-12:35 TR

GOLDSTEIN

RUSS 208 Twentieth-Century Russian Art and the Birth of Abstraction(Same as ArtH 266) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/russ/russ208.php)

GOLDSTEIN

RUSS 251(F)/252(S) Continuing Russian

The same course as RUSS 151/152, but for students at the advanced level. See RUSS 151/152 for full course description.

Prerequisites for 251: Russian 152 or permission of the instructor.

Prerequisites for 252: Russian 251 or permission of the instructor.

Hour: 11:00-11:50 MWF
11:00-11:50 MWF

First Semester: VAN DE STADT
Second Semester: CASSIDAY

RUSS 275(F) Russian and Soviet Film in Retrospect (Same as Comparative Literature 275)

In this course, we will survey the past one hundred years of Russian and Soviet film to explore how cinema has reflected and, at times, created the country's most important historical events and cultural myths. We will pay close attention to Russian filmmakers' varied reactions to Hollywood cinema, as well as to the lively body of cinema

Russian, Science and Technology Studies

theory that these reactions have generated. Our survey will begin in the present day, with key examples of Russian film from the post-Soviet era, and move backwards through films representative of Glasnost, the Thaw, World War II, Socialist Realism, the October Revolution, and finally, the pre-Revolutionary era. In addition to studying art films by world-famous filmmakers, such as Aleksandr Sokurov, Andrei Tarkovsky, and Sergei Eisenstein, we will watch popular films that have formed Russians' understanding of their country and themselves.

Format: lecture/seminar. Evaluation will be based on completion of all viewing and reading assignments, active participation in class discussions, completion of two short papers, and a final research project.

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

Hour: 2:35-3:50 MR

CASSIDAY

RUSS 301 Russian and Soviet Film (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/russ/russ301.php)

CASSIDAY

RUSS 303 Russia in Revolution (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/russ/russ303.php)

CASSIDAY

RUSS 305(S) Dostoevsky and His Age (Same as Comparative Literature 305)

This course will examine the life and works of Fyodor Dostoevsky in the context of Western intellectual history. Readings will include Dostoevsky's highly influential novella, *Notes from Underground*, his first major novel, *Crime and Punishment*, his masterpiece, *The Brother Karamazov*, and several shorter works. Over the course of the semester, we will talk about Dostoevsky's age and society, examining the larger trends and problems reflected in his novels: the slums of St. Petersburg with their prostitutes, beggars, and moneylenders; widespread demands for social and political reform; religious and philosophical debate. *All readings will be in English.*

Format: lecture/discussion. Requirements: active class participation, three short papers, an article review, and a final research project.

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

Hour: 1:10-2:25 MR

CASSIDAY

RUSS 306 Tolstoy and His Age (Same as Comparative Literature 306) (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/russ/russ306.php)

VAN DE STADT

RUSS 307 Music and Nineteenth-Century Russian Literature (*Not offered 2008-2009; to be offered 2009-2010*)

(www.williams.edu/Registrar/catalog/depts/russ/russ307.php)

VAN DE STADT

RUSS 401(F) Senior Seminar: Russian Modernist Poetry

The late nineteenth century in Russia witnessed an unprecedented flowering in the arts that ushered in the so-called "Silver Age of Poetry." This course will focus on the exciting era of experimentation and innovation in Russian verse between 1900 and 1930, with a nod to both earlier and later poetic production. We will read lyrical and narrative works by poets associated with various important movements, including Symbolism (Aleksandr Blok, Andrei Belyi, Zinaida Gippius), Acmeism (Osip Mandelstam, Anna Akhmatova, Nikolai Gumilev), Futurism (Velimir Khlebnikov, Aleksei Kruchenykh, Vladimir Mayakovsky), and the OBERIU (Nikolai Zabolotsky, Daniil Kharms). We will also consider the poetry of other poets whose works resist easy classification, such as Marina Tsvetaeva and Boris Pasternak.

Format: seminar; students meet with the professor twice a week, plus one additional hour with the Russian TA. Requirements: active class participation, oral précis of one poem for each class, midterm project, and final 15-page paper.

Prerequisites: Russian 202 or permission of the instructor. *Enrollment limit: 5 (expected: 5). Preference given to seniors majoring in Russian.*

Hour: 11:20-12:35 TR

GOLDSTEIN

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

RUSS 497(F), 498(S) Independent Study

SCIENCE AND TECHNOLOGY STUDIES (Div. II)

Chair, Professor DONALD deB. BEAVER

Advisory Committee: Professors: ALTSCHULER, D. BEAVER, DETHIER, KAPLAN, THOMAN.
Associate Professor: MLADENOVIC.

Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to being concerned with the historical development and a philosophical understanding of the ideas and institutions of science and technology; Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and development and technological change, science and public policy, technology assessment, technology and the environment, scientometrics, and ethical-value issues.

To complete the requirements of the program, students must complete six courses. The introductory course and senior seminar are required and three elective courses are chosen from the list of designated electives. Students

Science and Technology Studies, Williams Program in Teaching

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(S) Science, Technology, and Human Values (Same as History of Science 101)

(See under HSCI 101 for full description.)

D. BEAVER

SCST 401(F) Senior Seminar: Critical Perspectives on Science and Technology

A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Format: seminar. Requirements: research paper or project.

Enrollment limit: 5. Satisfies one semester of the Division II requirement.

Hour: TBA

D. BEAVER

Elective Courses

Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
Environmental Studies 307/Political Science 317 Environmental Law
Environmental Studies 402 Syntheses
History of Science 240 Technology and Science in American Culture
History of Science/Philosophy 334 Philosophy of Biology
History of Science/Astronomy 338 The Progress of Astronomy
Music 223T Music Technology II
Philosophy 209 Philosophy of Science
Philosophy 210 Philosophy of Medicine
Sociology 368 Technology and Modern Society

Courses of Related Interest

ANSO 205 Ways of Knowing
ArtH/Environmental Studies 201 American Landscape History
ArtH 257 Architecture 1700-1900
Environmental Studies 302 Environmental Planning Workshop
Geosciences/Environmental Studies 103 Environmental Geology and the Earth's Surface
History 475 Modern Warfare and Military Leadership
History of Science 224 Scientific Revolutions: 1543-1927
History of Science 320/History 293 History of Medicine
Physics 100 Physics of Everyday Life

SOCIOLOGY (Div. II)—see ANTHROPOLOGY AND SOCIOLOGY

STATISTICS (Div. III)—see MATHEMATICS AND STATISTICS

WILLIAMS PROGRAM IN TEACHING

Director, SUSAN ENGEL

The program in teaching is designed to enable Williams Undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program seeks to promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus. The program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach. Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers, or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology for instance) and the process of teaching those topics to elementary and high school students. The program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study. Students seeking certification through an arrangement with the Massachusetts College of Liberal Arts (MCLA) should consult with Susan Engel before the end of their sophomore year.

The following provides a sample outline of the sequence of courses and experiences that an interested student might take

- ◆ Psychology 101 Intro to Psych (required for further psychology courses);
- ◆ Psychology 232 Developmental Psychology and/or
- ◆ Psychology 242 Social Psychology;
- ◆ Psychology 272 Psychology of Education;
- ◆ Psychology 336 Adolescence;
- ◆ Psychology 372 Advanced Seminar in Teaching and Learning

Williams Program in Teaching, Theatre

- ◆ 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:

Africana Studies/Latina/o Studies/Sociology 229 Race, Ethnicity, and Education in the United States
Economics 359 The Economics of Higher Education
Latina/o Studies/American Studies 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies
Mathematics 285 Teaching Mathematics
Philosophy 331 Contemporary Epistemology
Philosophy 379 American Pragmatism
Psychology 331T Risk and Resilience in Early Development
Psychology 332 Cognitive Development
Psychology 341 Stereotypes, Prejudice, and Discrimination
Psychology 351 Peer Relations

THEATRE (Div. I)

Chair, ROBERT BAKER-WHITE

Professors: BAKER-WHITE, EPPEL**. Assistant Professors: SANGARE, HOLZAPFEL. Lecturers: BROTHERS, CATALANO. Visiting Lecturers: ERICKSON, MORRIS. William Dwight Whitney Professor of Arts and Theatre: BUCKY***.

As a reflection of the theatre's historical relationship to literature and the arts, stage production is studied in the context of the literary and artistic movements which have informed theatrical endeavor. The major in Theatre emphasizes the collaborative nature of the discipline by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying the theatre as an artistic phenomenon and as an interpretive tool. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

Williamstheatre, the production arm of the Department of Theatre, operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

MAJOR

The Major in Theatre consists of nine courses.

Six required courses are:

Theatre 104(F) Introduction to World Theatre and Performance
Theatre 103(S) Acting I
Theatre 201 Theatrical Design: The Collaborative Process
Theatre 244 Introduction to Theatre Technology (*formerly THEA 102*)
Theatre 248 The Modern Theatre: Plays and Performance
Theatre 406 Senior Seminar

Three elective courses must be taken from the department's other offerings. One elective must be a course within the department that culminates in departmental production. Substitutions of other Williams' courses, or of Study Abroad courses, will be made only with the consent of the department Chair. Students should consult with the department Chair regularly in planning a balance of practice and scholarship in their elective choices.

Production requirement for the major: All majors in Theatre are required to participate in a minimum of four department productions in addition to the laboratory requirement for Theatre 244. Participation in at least two of the four must be in technical production and one of those two must be in stage management. Assignment to productions is normally made in consultation with the department Chair.

MAJOR (for class of 2009)

The major in Theatre requires six specific courses, plus three electives as specified below. The specific courses are:

Theatre 103 Acting I
Theatre 102 Theatre Technologies *or* Theatre 244 Introduction to Theatre Technology
Theatre 201 Theatrical Design: Process and Collaboration

One course focusing on Critical Studies/Dramatic Literature taught from within the department and to be taken in first two years (prospective majors should consult with department chair for a list of appropriate courses)

Prospective theatre majors should consult with the chair for the remaining two specific courses to fulfill the major.

Theatre

Students must also take three electives from the department's other offerings, and at least one of these electives must be drawn from each of the two categories "Theatre Scholarship" and "Theatre Practice."

Theatre Practice: courses where students learn the basic artistic skills of theatre practice through creative endeavor. (Examples: *Acting, Scenic Design, Lighting Design, Costume Design, Directing.*)

Theatre Scholarship: courses where students employ critical skills through research and reflection focused on the traditional canon or on selected more recently defined subject areas. (Examples: *Approaching Performance Studies, Contemporary Play and Performance Analysis, Theatre History, Classical Drama, Modern Drama and Shakespeare.*)

Courses which mix modes of inquiry between the above categories may be counted in either; in any case, courses should consult with the department chair to assure an adequate distribution of electives.

The department strongly recommends that students elect additional collateral courses in dramatic literature taught by the English, Classics, and modern language departments, and courses in opera taught by the Music Department. Students with an interest in theatre design should particularly elect Art Studio courses in drawing.

Production requirement for the major: All majors in Theatre are required to participate in a minimum of four department productions in addition to the laboratory requirement for Theatre 102. Participation in at least two of the four must be in technical production, and one must be in stage management. Assignment to productions is normally made in consultation with the department chair.

Theatre majors are strongly urged to include dance and fencing in fulfilling their Physical Education requirements.

THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The portfolio will be comprised of four parts:

1. The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.
2. The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director's notebooks, studio art projects, actor's journals or other forms of documentation of the candidate's work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.
3. The third part of the portfolio is an annotated bibliography of dramatic texts which the student has read, drawn from a list supplied by the Department. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg.
4. The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student's record and his or her project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation.

STUDY ABROAD

The Theatre Department attempts to work individually with majors and prospective majors who desire to study abroad. In general, with careful planning it is usually quite easy for students to complete the major in Theatre if they study abroad in the spring of their junior year. For those wishing to study abroad in the fall of junior year, a more complicated situation may arise, but one that can often be successfully managed through close consultation with the department chair. Students are encouraged to consult with the chair early in their Williams careers if they anticipate a combination of Theatre major and study abroad.

THEA 103(S) Acting I

This course deals with the development of intellectual and emotional resources required for the actor and will explore an acting technique based on the work of Russian actor and director Constantin Stanislavsky. Students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination.

Format: studio. Evaluation will be based on committed participation in class, preparation and performance of as-

Theatre

signed material, and some modest written assignments.

No prerequisites. *Enrollment limit: 14. Preference given to first-year students or sophomores considering the theatre major.*

This course is a prerequisite for Theatre 204.

Hour: 1:10-3:50 MR, 1:10-3:50 TF

SANGARE

THEA 104(F) Introduction to World Theatre and Performance (Same as Comparative Literature 104) (D)

This introductory course will explore performance from around the globe, focusing on both the practice and scholarship of theatre. Study of select historical traditions will accompany a weekly "performance lab" period, during which time we'll act, direct, and play with material up on our feet. Specific topics may include: Korean Shamanism, African masquerade, Athenian tragedy, Medieval Christian performance, Iranian Taziye, Roman comedy, Japanese Noh and Kabuki, Indian Sanskrit drama, and national theatres in France, Germany, Ireland, and America. We'll consider both how theatre engages in cross-cultural dialogue and how various political regimes shaped the theatre over time.

Format: lecture/seminar w/lab. Evaluation: Assignments will include three short papers and a final, collaborative performance project.

No prerequisites. *Enrollment limit: 50 (expected: 30). This course is a requirement for and is suggested as an introduction to the major in Theatre. This course meets the criteria of and the Exploring Diversity Initiative as it both engages in a cross-cultural investigation of performance and explores how theatre is deeply embedded in political power relations.*

Hour: 1:10-2:25 MR

Lab: 1:10-3:50 W

HOLZAPFEL

THEA 201(S) Theatrical Design: Process of Collaboration

This course examines the designer's process and collaborative role in the creation of theatre through a combination of lecture, discussion, and individual/group projects. Text and music will be analyzed in ways that help clarify how a designer develops a point of view while solving the practical needs of production. All aspects of design—scenery, lighting, costume, and sound—will be explored with particular emphasis on how these elements synthesize and contribute to the larger intellectual, emotional, and physical context of the stage. Basic presentation skills and technique will be taught as crucial elements of design development.

Evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects.

No prerequisites. *Enrollment limit: 10.*

Hour: 1:10-3:50 TF

MORRIS

THEA 204(F) Acting II

Building on the foundation of Theatre 103, students will develop advanced performance skills through various acting techniques defined by Stanislavsky, Brecht, Strasberg, Adler, Meisner, Grotowski, and Suzuki. Improvisation may be used to explore clarity of expression, listening, and specificity in the actor's task. Focus will be on the imagination and creation of character, and will be emphasized through scene work. Students will present diverse acting forms in a final theatre performance.

Format: studio.

Prerequisites: Theatre 103. *Enrollment limit: 14.*

This course is a prerequisite for Theatre 306.

Hour: 1:10-3:50 MR

SANGARE

THEA 205 The Culture of Carnival (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/thea/thea205.php)

BROTHERS

THEA 214 Playwriting (Same as English 214) (Not offered 2008-2009; to be offered 2009-2010)

(W)

(www.williams.edu/Registrar/catalog/depts/thea/thea214.php)

HOLZAPFEL

THEA 215 Reading Contemporary Drama, or Turn of This Century Drama (Same as Comparative Literature 215) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/thea/thea215.php)

THEA 226 Comparative Drama: The Anti-Realist Impulse (Same as Comparative Literature 226 and English 206) (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/thea/thea226.php)

BAKER-WHITE

THEA 228(S) Theatrical Self-Production

In today's theater world, self-production can be a vital, engaging, and necessary method of creating and producing theatrical works. This course examines theatrical self-production and the ways in which artists exploit this model in pursuit of their individual and collective ambitions. Through a careful examination of successes and failures in contemporary theatrical collectives, this class will form its own unique structure for developing and producing a range of new, innovative, and thematically linked artistic work. Operating within carefully chosen constraints, students will share equally the administrative, artistic, and production roles in the public presentation of their works. Thus, a major emphasis of the course will be on experiential education, which provides an invaluable opportunity to encounter firsthand the highly complex relationship between artistry and production. An important component of the class will be ongoing symposium with practitioners from the profession, as well as the Department of Theater, that will focus on a range of specifically targeted skill sets necessary for students to realize their goals. Systematic group presentations of the creative development process will provide opportunities for guidance, critique, and sustained mentorship.

Format: seminar. Evaluation: Students will complete a comprehensive self-evaluation as a final project. Grading will be based on committed class participation, contribution to the collective work of the class, group and

Theatre

individual presentations, and self-evaluation. Students from a broad range of curricular disciplines are welcome. No prerequisites. *Enrollment limited: 20 (expected: 15). First-year students may be accepted with approval of instructor. Upon overenrollment, the instructors will seek to balance the course by level of prior theatrical experience.*

Hour: 1:10-3:50 MR

BROTHERS and MORRIS

THEA 229(F) (formerly 312) Modern Drama (Same as Comparative Literature 202 and English 202)

(See under ENGL 202 for full description.)

PETHICA

THEA 230(F) Approaching Performance Studies (Same as Latina/o Studies 230 and Women and Gender Studies 231)

(See under LATS 230 for full description.)

JOTTAR

THEA 235 Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Latina/or Studies 235, and Women's and Gender Studies 235) (Not offered 2008-2009; to be offered 2009-2010) (D)

(See under LATS 235 for full description.)

JOTTAR

THEA 236(S) Political Theatre Making

Placing twentieth-century theatricality in the context of its historical roots in Western theatre, this course will examine a broad range of types of protest movements. From the biting observations of the British class system by playwrights such as Oscar Wilde, Noel Coward, and John Osborne, to mid-century American political writers such as Clifford Odets and Edward Albee, and Italy's Dario Fo, to the relentless satire of contemporary South African performers such as Pieter Dirk-Uys, we will investigate dramatic writing and performance style as aspects of social and political resistance. Other groups studied may include the protest theatre of Johannesburg's Market Theatre, Luiz Valdez's Teatro Campesino, and a younger generation of post-apartheid experimentation in multi-ethnic South African theatre.

Format: seminar. Evaluation: A semester-length research project, including a substantial paper, based on the hypothetical creation of a theatre company within specific historical, social, and political contexts.

No prerequisites. *Enrollment limit: 15. First-year students must get permission of instructor.*

Hour: 9:55-11:10 TR

EPPEL

THEA 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Comparative Literature 241) (D)

Since theater is both a visual and a verbal medium, the goal is to explore, through detailed close analysis, visual and verbal representations of race—with representation being understood to mean cultural construction and with race being defined to include whiteness as a racial category. The comprehensive scope is deliberately cross-historical to create a longer historical timeline that expands the range for comparative perspectives in the study of race. The Renaissance starting point calls attention to the complex operations of blackface performance in which black roles in Shakespeare and Jonson are played by white actors who are blacked up. We evaluate how this mode of white actors literally re-presenting black characters affects the range of meaning for images of blackness. Asymmetries of power, and the potential for disrupting differential power, are considered in relations between blacks and whites not only at the level of characters but also at the level of authorship. We examine what happens when a black writer gains control of the means of representation, with critical revisions of Othello as a case in point. Contemporary works include plays by Djanet Sears, Derek Walcott, Lorraine Hansberry, James Baldwin, Anna Deavere Smith, Suzan Lori-Parks, and August Wilson, as well as Spike Lee's film *Bamboozled*. This is an Exploring Diversity Initiative (EDI) course because, in the context of racial difference, we will confront forthrightly the negative realities and critically assess the possibilities for productive change and hope in cross-racial interactions.

Format: discussion. Evaluation based on active participation in class discussion; short papers; final exam.

No prerequisites. *Enrollment limit: 15 (expected: 12). Preference given to Theatre majors.*

Hour: 8:30-9:45 TR

P. ERICKSON

THEA 243T Strategies of Political Theatre (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/thea/thea243.php)

BUCKY

THEA 244(F) Introduction to Theatre Technology

As an overview of performance spaces, play technologies, and production, the course will examine how and where plays are performed, produced, and designed. Students will attend lectures, participate in labs in drafting and technical production, and will be required to participate on the production crew of one or more departmental productions.

No prerequisites.

Hour: 9:55-11:10 TR

Lab: 1:10-3:50 W

CATALANO

THEA 245(S) (Re)presenting Sex: Shakespeare on Page and Stage (Same as EXPR 245)

(See under EXPR 245 for full description.)

BAKER-WHITE, ERICKSON

THEA 248(F) The Modern Theatre: Plays and Performance (Same as English 234 and Comparative Literature 248)

A survey of major trends in playwriting and performance practice from the late nineteenth century to the end of the twentieth. We will read major playwrights from a variety of national traditions, always considering their works in the context of evolutionary and revolutionary transformations of theatre practice. Artists and movements will include Realism and Naturalism (Stanislavsky, Antoine, Ibsen, Strindberg, Chekhov, Shaw), Symbolism (Wilde, Maeterlinck), Expressionism (Kaiser), Futurism (Mayakovsky, Marinetti), the Epic Theatre (Brecht, Piscator), The Theatre of Cruelty (Artaud), the "Absurd," (Beckett, Genet, Pinter) the collectivist avant-garde (Grotowski, Living Theatre, Open Theatre), and more recent playwriting.

Lecture/discussion format will focus on dialectical interplay between dramatic writing and trends in acting, direct-

Theatre

ing, design, theatre architecture and the actor/audience relationship. Requirements: active participation in class discussion, midterm exam, final exam, one major paper.

No prerequisites. *Enrollment limit: 18 (expected: 18). If overenrolled, preference given to Theatre majors.*

Hour: 9:55-11:10 TR

BAKER-WHITE

THEA 250T(F) Women and Theatre: Gender, Sexuality and the Stage (Same as English 253T and Women and Gender Studies 250T) (W)

This tutorial course will consider the understudied role of women in western theatre—as active subjects, spectators, and authors—focusing on gender identity, sexuality, performativity, and representations of the body on stage and within drama. While the focus of the tutorial will be directed towards the modern period, we will begin by studying the role of women on the English Restoration stage and consider the increasing presence of women as audience members, playwrights, and performers throughout the nineteenth century. Within the modern period, close analysis of plays by Sophie Treadwell, Gertrude Stein, Lillian Hellman, Lorraine Hansberry, Maria Irene Fornes, Caryl Churchill, Adrienne Kennedy, Holly Hughes (WOW Cafe), Wendy Wasserstein, Naomi Iizuka, Suzan-Lori Parks, Eve Ensler, Sarah Kane, Sarah Ruhl, and others, will accompany readings of select gender and performance theory. Attention will be given to the diversity of race and class represented by the women subjects of our study. This tutorial is intended for sophomores and above.

Format: tutorial. Requirements: Students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks. Emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference if over-enrolled: Majors in Theatre, English or Women and Gender Studies.*

Tutorial meetings to be arranged.

HOLZAPFEL

THEA 261(S) Dance: Bodies in Latina/o Motion (Same as Africana Studies 261, EXPR 261, and Latina/o Studies 261)

(See under LATS 261 for full description.)

JOTTAR

THEA 302 Scenic Design (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/thea/thea302.php)

THEA 303 Stage Lighting (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/thea/thea303.php)

THEA 305(F) Costume Design (Same as Arts 200)

This course is an introductory and intensive study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs. Evaluation will be based on multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance. Students are required to attend at least one rehearsal and one department theatre performance during the semester. Students will also be expected to partake in intelligent critiques of fellow classmates' design work.

Prerequisite: successful completion of any 200-level course in any of the fine or performing arts or permission of the instructor.

Hour: 11:20-12:35 TR

Lab: 1:10-3:50 W

BROTHERS

THEA 306(F) Acting III: Variable Topics Acting Studio: Shakespeare

This course for advanced students of acting will focus on particular aspects of performance as determined by the instructor in each semester in which the course is taught. Topics may include acting in verse drama, movement for the actor, voice, performing Shakespeare, aspects of physical theatre, non-realist acting, etc. The course will be taught by members of the Theatre faculty and/or Guest Artists, and may be repeated by students as instructors and topics change. Texts and reading assignments will vary depending on each semester's focus.

Format: studio. Evaluation will be based on extensive individual and collaborative scene study and project work, along with supporting written assignments.

Prerequisite: Theatre 204 or permission of the instructor. *Enrollment limit: 12 (expected: 10).*

Hour: 2:35-3:50 MR

BUCKY

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.

Format: studio. Although there will be some written assignments, including the assembly of directing production books and critiques of several productions, evaluation in the course will be based principally on committed participation in the preparation and performance of production exercises.

Prerequisites: Theatre 103 or permission of instructor. *Enrollment limit: 12. Preference given to those who have also taken Theatre 204.*

Hour: 1:10-3:50 TF

BUCKY

THEA 308 Directing Workshop (Not offered 2008-2009; to be offered 2009-2010)

(www.williams.edu/Registrar/catalog/depts/thea/thea308.php)

THEA 315 Renaissance Drama (Same as English 314) (Not offered 2008-2009; to be offered 2009-2010)

(See under ENGL 314 for full description.)

Theatre

THEA 330(S) Aesthetics of Resistance: Contemporary Latin American Theatre and Performance (Same as American Studies 330, Comparative Literature 330, Latina/o Studies 330 and Women's and Gender Studies 330)
(See under LATS 330 for full description.) JOTTAR

THEA 331(F) Sound and Movement in the Afro-Latin Diaspora (Same as Africana Studies 331, American Studies 331, Latina/o Studies 331, and Women and Gender Studies 331)
(See under LATS 331 for full description.) JOTTAR

THEA 338 Facing the Music (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/thea/thea338.php) BUCKY

THEA 339 Introduction to Dramaturgy: The Art of Classical Adaptation (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/thea/thea339.php) HOLZAPFEL

THEA 342(F) Solo Theatre

In this interdisciplinary course, students will examine the process of the creation of one-person performance pieces and will work individually or in collaboration to create original solo works. Each student will perform his or her own piece at the end of the semester in a final public performance that will be part of the Dialogue One solo performance festival. Students will learn about developing a general production concept and scenic vision, choosing or writing a script, building a character, designing set/costumes/music/publicity, and combining all aspects of theatrical craft to create a successful solo piece. Course time will be divided between class discussion and individual rehearsals with the instructor. Students interested in acting, directing, writing, producing, dramaturgy, design, stage management, criticism, and advertising are all welcome.

Format: studio. Evaluation will be based on committed participation in the preparation and performance of production exercises, performance of the final project, and some modest written assignments.

Prerequisite: permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to theatre majors.*

Hour: 11:00-12:15 MWF

SANGARE

THEA 345(S) Contemporary Drama and Performance (Same as English 349 and Comparative Literature 355)

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in today's theatre? What are the hot topics? Who are the writers and directors of our recent past and present moment? This survey course will consider both experimental and mainstream drama and performance from the past twenty years, focusing on topics such as: auteur-directors, new realism, identity theatre, environmental theatre, performance art, cyber-plays, and the "virtuosic theatre" of the new century. Artists to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Rachel Rosenthal, Caryl Churchill, Mac Wellman, Tony Kushner, David Henry-Hwang, Suzan-Lori Parks, Sarah Kane, Richard Maxwell, Christoph Marthaler, Naomi Iizuka, Rinne Groff, Zakiyyeh Alexander, and others.

Format: seminar. Evaluation will be based on written and dramaturgical-based assignments as well as in-class discussions

No prerequisites. *Enrollment limit: 15 (expected: 15). If overenrolled, preference given to Theatre majors.*

Hour: 9:55-11:10 TR

HOLZAPFEL

THEA 352(S) Theorizing Shakespeare (Same as English 311 and Women's and Gender Studies 312)

(See under ENGL 311 for full description.)

PYE

THEA 375 Performance and Its Traces (Same as Latina/o Studies 375) (Not offered 2008-2009; to be offered 2009-2010)

(See under LATS 375 for full description.)

JOTTAR

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

THEA 406 Senior Seminar (Not offered 2008-2009; to be offered 2009-2010)
(www.williams.edu/Registrar/catalog/depts/thea/thea406.php)

BAKER-WHITE

THEA 493(F), 494(S) Senior Honors Thesis

THEA W31 Senior Project (Not offered 2008-2009; to be offered 2009-2010)
Permission of Department Chair required.

THEA W32 Senior Honors Thesis
(See description of Degree with Honors.)

Of interest to advanced students:

THE NATIONAL THEATRE INSTITUTE

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a 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 NTL, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

WOMEN'S AND GENDER STUDIES (Div. II)

Chair, Professor KATHRYN KENT (*First Semester*)

TBA (*Second Semester*)

Advisory Committee: Professors: BUELL*, BUNDTZEN***, CASE, DRUXES, C. JOHNSON, SAWICKI. Associate Professors: KENT***, SCHMIDT, SOLUM. Visiting Associate Professors: HONDERICH\$. Assistant Professors: HOLZAPFEL, MARASCO, MARTIN. Librarian: OHM. Director of the Academic Resource Center: FOSTER.

Women's and Gender Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's and Gender Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's and Gender Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

THE MAJOR

The Women's and Gender Studies major encourages exposure to the interdisciplinary character of feminist scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender, to gain exposure to feminist theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the chair of the Program (Kent, x2549).

[] Courses not offered in 2008-2009 are listed in brackets.

Required Courses

The major consists of at least 9 courses. The following are required:

Women's and Gender Studies 101 Introduction to Women's and Gender Studies
Women's and Gender Studies 402 Junior/Senior Seminar in Women's and Gender Studies (The seminar explores topics in Women's and Gender Studies, and varies from year to year. Majors may take more than one seminar, space permitting.)

Distribution Requirements

1. One of the following feminist theory courses:

Women's and Gender Studies/Philosophy 225(F) Classics in Western Feminist Thought
[Women's and Gender Studies/Philosophy 271(T) Woman as "Other"]
[Women's and Gender Studies/Religion 272(S) Reproduction: Social and Cultural Constructions]
[Women's and Gender Studies/Religion 307 Feminist Approaches to Religion]
[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/History 356(F) Race, Gender, and Sexuality in U.S. History
[Women's and Gender Studies/English 371 Feminist Theory and the Representation of Women in Film]
[Women's and Gender Studies 388/English 386/Comparative Literature 342 Psychoanalysis, Gender and Sexuality]
Women's and Gender Studies/Africana Studies 400/Comparative Literature 369/English 365(F) Race, Gender, Space
Women's and Gender Studies/History 457(S) Gender, Law, and Politics in U.S. History
Or students may petition to have a course not on the list considered.

2. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

Women's and Gender Studies/History 147 Women and Men in Twentieth-Century Latin America
Women's and Gender Studies/Economics 211 Gender in the Global Economy
[Women's and Gender Studies/INTR 226 Black Women in National Politics, 1964-2004]
Women's and Gender Studies 231/Latina/o Studies 230/Theatre 230 Approaching Performance Studies
[Women's and Gender Studies/Religion 232/History 309 Women and Islam]
[Women's and Gender Studies 235/American Studies 235/Comparative Literature 268/Latina/o Studies 235 Latina/o Theatre and Performance, 1950-2000]
Women's and Gender Studies/Religion 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (W)
Women's and Gender Studies/Africana Studies/Sociology 305 The Hip-Hop Generation: Power, Identity, and Social Change
Women's and Gender Studies/History 308 Gender and Society in Modern Africa
[Women's and Gender Studies/INTR 309(T) Racial-Sexual Politics and Cultural Memory]
[Women's and Gender Studies/Asian Studies/History 319 Gender and the Family in Chinese History]

Women's and Gender Studies

Women's and Gender Studies/American Studies/Comparative Literature/Latina/o Studies/Theatre 330
 Aesthetics of Resistance: Contemporary Latin American Theatre and Performance
 Women's and Gender Studies/Africana Studies/American Studies/Latina/o Studies/Theatre
 331 Sound and Movement in the Afro-Latin Diaspora
 [Women's and Gender Studies/English 341 American Genders, American Sexualities]
 [Women's and Gender Studies/English 342 Representing Sexualities: U.S. Traditions]
 Women's and Gender Studies/History 356 Race, Gender, and Sexuality in U.S. History
 [Women's and Gender Studies/364/Africana Studies 403/Comparative Literature 361/English
 364 Women Writing Africa (W)]
 [Women's and Gender Studies/History/Latina/o Studies 386 Latinas in the Global Economy: Work, Migration,
 and Households]
 Women's and Gender Studies 400/Africana Studies 400/Comparative Literature 369/English 365 Race,
 Gender, Space
 Or students may petition to have a course not on the list considered.

3. Thematic Cluster

At least three of the seven electives, with at least one at the 300-level, should be identified by majors as comprising a thematic group. This requirement aims to have majors create some focus and depth within their interdisciplinary study by forming a cluster sharing common approaches, themes, or issues.

- a. Literary or artistic expression
- b. Historical perspectives
- c. Forms of political and social organization
- d. Theorizing gender across cultural differences and/or disciplines
- e. Queer Studies
- f. Ethnicity and Race

4. Interdisciplinary electives must be taken in at least three departments/programs and at least two divisions.

5. Three of the seven electives must be at the 300 level.

THE DEGREE WITH HONORS IN WOMEN'S AND GENDER STUDIES

Honors in Women's and Gender Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women's and Gender Studies Committee.

The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women's and Gender Studies after the following criteria are met:

- 1). in April of the junior year, submission and Women's and Gender Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.
- 2). at the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;
- 3). in the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page "Plan of Action" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women's and Gender Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s)

STUDY ABROAD

The Williams College Women's and Gender Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women's issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

Antioch College: Comparative Women's Studies in Europe fall semester
 Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester
 School for International Training:
 The Balkans: Women and Democratization, fall or spring semester
 Jamaica: Gender and Development, fall or spring semester
 Mali: Gender and Development, fall or spring semester
 The Netherlands: Identity, Gender and Sexuality, fall or spring semester

Sequence Courses

Women's and Gender Studies 101 Introduction to Women's and Gender Studies
 Women's and Gender Studies 402 Junior/Senior Seminar

Elective Courses

[ArH/Classics 216 Body of Evidence: Greek Sculpture and the Human Figure]

Women's and Gender Studies

[Comparative Literature 340 Literature and Psychoanalysis]
 [History 343 Gender and History in Latin America]
 [Music 132 Women and Music]
 Music 133 Men, Women, and Pianos
 [Music 138 Sibyl of the Rhine: The Life and Times of Hildegard of Bingen]
 [Religion 209 Slavery and Women in Early Christianity and Ancient Judaism]
 [Religion 278 Gender, Religion and the State]

CROSS-LISTED COURSES (INCLUDING SEQUENCE COURSES)

WGST 101(FS) Introduction to Women's and Gender Studies (W) (D)

This discussion course introduces a range of feminist issues, theories, and controversies. It has several aims: to provide critical and analytical tools for thinking about gender; to explore key issues confronting women in U.S. (and other) societies, and to discuss strategies for confronting them. The course will examine issues such as: body politics, sexuality, reproductive rights, sexual violence, gender and work, motherhood and family. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and as a vehicle for developing skills in writing and research, as well as analytical tools for further work in the field. This course meets the requirements of the Exploring Diversity Initiative in that its main emphases are on challenging the notion of one universalizing category of "woman," and to recognize the diverse ways in which national, sexual, ethnic, racial, classed and other kinds of differences produce multiple and often divergent relations of gendered power. It also whenever possible contextualizes within a global frame the central issues that have made up and continue to define the U.S. feminist tradition, in order to encourage students to recognize the role cultural difference plays in a variety of feminist issues and to decenter the U.S. as a reference point for all feminist theory and politics.

Requirements: regular short essays, class presentations, and a longer paper, with revisions. Evaluation will be based on these assignments and class participation.

No prerequisites. *Enrollment limit: 18 per section (expected: 18 per section).*

Required course for the Women's and Gender Studies major and concentration.

Hour: 11:20-12:35 TR, 2:35-3:50 MR
 2:35-3:50 MR

First Semester: CASE, KENT
 Second Semester: LONG

WGST 111(S) The Gendered Nature of Narrative (Same as Comparative Literature 111 and English 120) (W)

(See under COMP 111 for full description.)

VAN DE STADT

WGST 147(F) Women and Men in Twentieth-Century Latin America (Same as History 147) (W)

(See under HIST 147 for full description.)

KITTLESON

WGST 152(F) The Fourteenth Amendment and the Rights Revolution (Same as History 152) (W)

(See under HIST 152 for full description.)

DUBOW

WGST 200(S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as Comparative Literature 212) (D)

(See under COMP 212 for full description.)

MARTIN

WGST 203(S) Gender and Economics (Same as Economics 203)

(See under ECON 203 for full description.)

SCHMIDT

WGST 207(F) The Economics of HIV/AIDS (Same as Economics 207)

(See under ECON 207 for full description.)

HONDERICH

WGST 211 Gender in the Global Economy (Same as Economics 211) (Not offered 2008-2009; to be offered 2009-2010)

(See under ECON 211 for full description.)

HONDERICH

WGST 212 Ethics and Reproductive Technologies (Same as Philosophy 212) (Not offered 2008-2009; to be offered 2009-2010) (W)

(www.williams.edu/Registrar/catalog/depts/wgst/wgst212.php)

J. PEDRONI

WGST 222 Women in Twentieth-Century Spain (Same as Spanish 220) (Not offered 2008-2009)

(See under RLSP 220 for full description.)

S. FOX

WGST 223(F) Wise Lady or Witchy Woman? The History of Witches (Same as German 225 and Comparative Literature 225)

(See under GERM 225 for full description.) (Literary Genres)

BAKER-WHITE

WGST 224 Helen, Desire and Language (Same as Classics 224 and Comparative Literature 244) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under CLAS 224 for full description.)

HOPPIN

WGST 225(F) Classics in Western 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, post-structuralism, and queer theory as well as transnational feminism. Authors read may include the following: Mary Wollstonecraft, John Stuart Mill, Elizabeth Cady Stanton, Alexandra Kollantai, Sojourner Truth, Harriet Jacobs, Emma Goldman, Charlotte Perkins Gilman, Adrienne Rich, Marilyn Frye, Gloria Anzaldua, Audre Lorde, Catherine MacKinnon, Judith Butler, Iris Young, Nancy Fraser, Gayatri Spivak, and Chandra Mohanty. We conclude

Women's and Gender Studies

the course with an exploration of the wide range of feminist analyses of issues concerning prostitution and pornography.

Format: discussion. Requirements: several 2-page essays, one 4-page essay, one 6-page essay (including a draft) and participation in in-class exercises including short oral presentations.

Prerequisites: Women's and Gender Studies 101, or Philosophy 101, or permission of instructor. *Enrollment limit: 19 (expected: 10).*

Satisfies the Women's and Gender Studies theory requirement for the major.

Hour: 1:10-2:25 MR

SAWICKI

WGST 226 Black Women in National Politics, 1964-2004 (Same as INTR 226 and Political Science 226) (*Not offered 2008-2009; to be offered 2009-2010*)

(See under INTR 226 for full description.)

JAMES

WGST 228 Feminist Bioethics (Same as Philosophy 228) (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(See under PHIL 228 for full description.)

J. PEDRONI

WGST 231(F) Approaching Performance Studies (Same as Latina/o Studies 230 and Theatre 230)

(See under LATS 230 for full description.)

JOTTAR

WGST 235 Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Latina/o Studies 235, and Theatre 235) (*Not offered 2008-2009; to be offered 2009-2010*) (D)

(See under LATS 235 for full description.)

JOTTAR

WGST 237(S) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and English 237) (W)

(See under ENGL 237 for full description.)

KNOPP

WGST 239(S) The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and History 322)

(See under CLAS 239 for full description.)

CHRISTENSEN

WGST 246 The Gendering of Religion and Politics in South Asia (Same as Religion 246) (*Not offered 2008-2009; to be offered 2009-2010*)

(See under REL 246 for full description.)

GUTSCHOW

WGST 250T(F) Women and Theatre: Gender, Sexuality and the Stage (Same as English 253T and Theatre 250T) (W)

(See under THEA 250 for full description.)

HOLZAPFEL

WGST 252 Modern Women Writers and the City (Same as Comparative Literature 243) (*Not offered 2008-2009; to be offered 2009-2010*)

(See under COMP 243 for full description.)

DRUXES

WGST 253(F) Art in the Age of the Revolution, 1760-1860 (Same as ArthH 253)

(See under ARTH 253 for full description.)

OCKMAN

WGST 254(S) Manet to Matisse (Same as ArthH 254)

(See under ARTH 254 for full description.)

OCKMAN

WGST 255(F) Women's Autobiographies in Post-Franco Spain (Same as Spanish 255)

(See under RLSP 255 for full description.)

OCKMAN

WGST 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256 and Religion 256) (W) (D)

(See under REL 256 for full description.)

GUTSCHOW

WGST 259T(F) Adultery in the Nineteenth-Century Novel (Same as Comparative Literature 259T and English 261T) (W)

(See under COMP 259 for full description.)

CASSIDAY

WGST 262 (formerly 356) Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as English 262) (*Not offered 2008-2009; to be offered 2009-2010*) (Gateway) (W)

(See under ENGL 262 for full description.)

BUNDITZEN

WGST 271T Woman as "Other" (Same as Philosophy 271T) (*Not offered 2008-2009; to be offered 2009-2010*) (W)

(See under PHIL 271 for full description.)

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 272(S) Reproduction: Cultural and Social Constructions (Same as Anthropology 272 and Religion 272)

(See under ANTH 272 for full description.)

GUTSCHOW

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 305(F) The Hip-Hop Generation: Power, Identity, and Social Change (Same as African Studies 305 and Sociology 305)

(See under AFR 305 for full description.)

GOSA

WGST 307 Feminist Approaches to Religion (Same as Religion 306) (*Not offered 2008-2009; to be offered 2009-2010*) (W) (D)

(See under REL 306 for full description.)

BUELL

Satisfies the Women's and Gender Studies theory requirement for the major.

Women's and Gender Studies

- WGST 308(S) Gender and Society in Modern Africa (Same as Africana Studies 308 and History 308)**
(See under HIST 308 for full description.) MUTONGI
- WGST 309T (formerly AAS 400) Racial-Sexual Politics and Cultural Memory (Same as INTR 309)**
(Not offered 2008-2009; to be offered 2009-2010) (W)
(See under INTR 309 for full description.) JAMES
- WGST 310 Sexuality and Seduction in Nineteenth and Twentieth-Century France (Same as French 310)**
(Not offered 2008-2009; to be offered 2009-2010) (D)
(See under RLFR 310 for full description.) MARTIN
- WGST 312(S) Theorizing Shakespeare (Same as English 311 and Theatre 352)**
(See under ENGL 311 for full description.) PYE
- WGST 316 The Art of Courtship (Same as English 316)**
(Not offered 2008-2009; to be offered 2009-2010)
(See under ENGL 316 for full description.) I. BELL
- WGST 319 Gender and the Family in Chinese History (Same as Asian Studies 319 and History 319)**
(Not offered 2008-2009; to be offered 2009-2010)
(See under HIST 319 for full description.) A. REINHARDT
- WGST 327T Foucault: Power, Bodies, Pleasures (Same as Philosophy 327T)**
(Not offered 2008-2009; to be offered 2009-2010) (W)
(See under PHIL 327 for full description.) SAWICKI
- WGST 330(S) Aesthetics of Resistance: Contemporary Latin American Theatre and Performance (Same as American Studies 330, Comparative Literature 330, Latina/o Studies 330 and Theatre 330)**
(See under LATS 330 for full description.) JOTTAR
- WGST 331(F) Sound and Movement in the Afro-Latin Diaspora (Same as Africana Studies 331, American Studies 331, Latina/o Studies 331, and Theatre 331)**
(See under LATS 331 for full description.) JOTTAR
- WGST 334 The Fin-de-Siècle: Vienna—Paris—St. Petersburg (Same as History 334)**
(Not offered 2008-2009; to be offered 2009-2010)
(See under HIST 334 for full description.) FISHZON
- WGST 336 Sex, Gender, and Political Theory (Same as Political Science 336)**
(Not offered 2008-2009; to be offered 2009-2010)
(See under PSCI 336 for full description.) MARASCO
Satisfies the Women's and Gender Studies theory requirement for the major.
- WGST 342 Representing Sexualities: U.S. Traditions (Same as English 342)**
(Not offered 2008-2009; to be offered 2009-2010) (W) (D)
(See under ENGL 342 for full description.) KENT
- WGST 356(F) Race, Gender, and Sexuality in U.S. History (Same as History 356)**
(See under HIST 356 for full description.) DUBOW
Satisfies the Women's and Gender Studies theory requirement for the major.
- WGST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Latina/o Studies 386)**
(Not offered 2008-2009; to be offered 2009-2010) (D)
(See under HIST 386 for full description.) WHALEN
- WGST 387 Community Building and Social Movements in Latina/o History (Same as History 387 and Latina/o Studies 387)**
(Not offered 2008-2009; to be offered 2009-2010)
(See under HIST 387 for full description.) WHALEN
- WGST 395(S) Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present (Same as HIST 395)**
(See under HIST 395 for full description.) FISHZON
- WGST 400(F) Race, Gender, Space (Same as Africana Studies 400)**
(See under AFR 400 for full description.) ROBOLIN
- WGST 402(S) Gender and Global Justice (W)**

Is it possible, or indeed desirable, to try to define and defend justice for women on a global scale? Second and third wave feminists warned against generalizing about women's social identities and needs, emphasizing instead the need to recognize women's differences across race, sexual orientation, nationality, religion, and social class. But systematic and recurring patterns of gender discrimination against women in societies across the globe have led many feminist thinkers and activists alike to theorize anew about some common sources of women's oppression and remedies for it. Feminist approaches to global justice have emerged in recent years focusing on such factors as the effect of economic globalization (especially structural adjustment) on girls and women; women's subordination in the family and other cultural and religious institutions; women's lack of political voice; the phenomenon of sex trafficking; and the use of rape and gendered violence in war. Among the theories of justice we will explore are liberal feminist approaches which stress the importance of the development of a global human rights framework for protecting women; post-colonial and post-modern feminist approaches, which warn against relying on the state, and the language of liberal rights, as the main instruments for protecting women's interests; and 'capability

Women's and Gender Studies, CRAAS Courses, Experiential Education Courses

theory', which emphasize the importance of identifying and supporting women's capabilities in order to secure economic, social, and political justice for women. In addition to texts in social and political theory, we will also incorporate literary fiction and film to explore the questions and prospects surrounding gender justice, especially in non-U.S. settings.

Format: seminar. Requirements: weekly 1- to 2-page paper, one final 15- to 20-page paper.

Prerequisites: Women's and Gender Studies 101 and two electives, or permission of instructor. *Enrollment limit: 15 (expected: 10). Open to juniors and seniors.*

Required course for the Women's and Gender Studies major.

Hour: 1:10-3:50 W

M. DEVEAUX

WGST 406T Coming of Age in the Polis (Same as Greek 406T) (Not offered 2008-2009; to be offered 2009-2010) (W)

(See under CLGR 406 for full description.)

WGST 408(S) Desperate Housewives and Extreme Makeovers: Novel Approaches to the Nineteenth-Century Novel (Same as and French 408)

(See under RLFR 408 for full description.)

MARTIN

WGST 432 Domestic Visual Culture in Renaissance Florence (Same as ArtH 432) (Not offered 2008-2009; to be offered 2009-2010)

(See under ARTH 432 for full description.)

SOLUM

WGST 451 Ideal Bodies: The Modern Nude and Its Dilemmas (Same as ArtH 451) (Not offered 2008-2009; to be offered 2009-2010)

(See under ARTH 451 for full description.)

OCKMAN

WGST 452(F) Women in America, 1603-1865 (Same as History 452)

(See under HIST 452 for full description.)

LONG

WGST 457(S) Gender, Law, and Politics in U.S. History (Same as History 457)

(See under HIST 457 for full description.)

DUBOW

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 461T(F) Writing about Bodies (Same as ArtH 461 and INTR 461) (W)

(See under ARTH 461 for full description.)

OCKMAN

WGST 491(F)-W30, W30-492(S) Honors Project

WGST 493(F)-W31, W31-494(S) Senior Thesis

WGST 497(F), 498(S) Independent Study

CRITICAL REASONING AND ANALYTICAL SKILLS (CRAAS) COURSES

Coordinator, Lecturer KAREN L. SHEPARD

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

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

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

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

CRAAS courses offered in 2008-2009:

- ARTH 105(F) Picturing God in the Middle Ages: An Introduction
- ARTH 110(F) Reading the Renaissance: Interpreting Italian Renaissance Art and History (W)
- CLAS 330(F) Plato (Same as Philosophy 330)(W)
- ECON 253(F) Empirical Methods in Political Economy (Same as Political Economy 253) (Q)
- ENGL 133(F) New Poetry (W)
- ENGL 218(F,S) Forms of Violence (W)
- FRS 103(F) Perspectives on Sex
- PHIL 330(F) Plato (Same as Classics 330) (W)
- PSCI 250(S) Theories of Comparative Politics
- POEC 253(F) Empirical Methods in Political Economy (Same as Economics 253) (Q)
- SOC 316(F) Consumer Society and Its Critics in the Modern World

EXPERIENTIAL EDUCATION COURSES

A description of experiential education at Williams may be found on page 13 of this catalog. A complete description of each course may be found in the relevant department's section. Students may obtain detailed information about experiential elements in a specific course from its instructor.

Experiential Education Courses

Students interested in incorporating fieldwork into courses not listed here should contact the Coordinator for help. Inclusion of experiential components depends on permission of the instructor.

SEMESTER COURSES:

AFR 235(F) African Rhythm, African Sensibility
AFR 245/MUS 242(F) Monk and the Bebop Revolution
AMST 201(F,S) Introduction to American Studies
ARTH 201(F) American Landscape History
ARTH 308/ENVI 308(S) The North-American Park Idea
ARTH 508(S) Art and Conservation: An Inquiry into History, Methods and Materials
BIOL 220/ENVI 220(S) Field Botany and Plant Natural History
BIOL 302/ENVI 312(F) Communities and Ecosystems
CHIN 352(S) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language
ENGL 376(F) Documentary Technologies
ENVI 102(S) Introduction to Environmental Science
ENVI 302(F) Environmental Planning Workshop
ENVI 397/398(F,S) Independent Study of Environmental Problems
EXPR 309(F) Exploring Creativity
GEOS 105(F) Geology Outdoors
GEOS 206/ENVI 206(S) Renewable Energy and the Sustainable Campus
GEOS 214(S) Remote Sensing and Geographic Information Systems
LATS 220(F) Introduction to Urban Studies: Shaping and Living the City
LATS 230(F) Approaching Performance Studies
LATS 331(F) Sound and Movement in the Afro-Latin Diaspora
LING 400(F) Linguistics Research Seminar
MAST 104(S) Oceanography
MAST 211(F,S) Oceanographic Processes (Williams/Mystic Program)
MAST 311(F,S) Marine Ecology (Williams/Mystic Program)
MAST 351(F,S) Marine Policy (Williams/Mystic Program)
MAST 352(F,S) America and the Sea, 1600-Present (Williams/Mystic Program)
POEC 402(S) Political Economy of Public Policy Issues
PSYC 352(S) Clinical and Community Psychology
PSYC 353(F) Behavioral Medicine
PSYC 372(F) Advanced Seminar in Teaching and Learning
REL 286(F) Shopping, Desire, Compulsion and Consumption
RUSS 206(S) Topics in Russian Culture: Feasting and Fasting in Russian History
WNY 307T(F,S) Work/Ethics: Frameworks for Observing People at Work (Williams in New York Program)
WNY 308(F) Explorations in the Urban Outback (Williams in New York Program)
WNY 309(F) Covering the Other: A Course in Cross-Cultural and Community-based Film (Williams in New York Program)
WNY 310(S) Art, Space and the City (Williams in New York Program)
WNY 311(S) Imagining New York City (Williams in New York Program)

WINTER STUDY:

AFR 025/WGST 24 Youth, Gender and Social Activism in Tanzania
AMST 011 Singing School: Sacred Choral Traditions in the Berkshires and Beyond
AMST 015 Contemporary American Songwriting
ANSO 010 Meditation-Based Stress Reduction: Adopting a Mindfulness Practice
ANSO 011 Berkshire Farm Center Internship
ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse
ARTS 019 Introduction to the Craft and Art of Blacksmithing
CHIN 013 Theory and Practice of Chinese Cooking
CHIN 025 Study Tour to Taiwan
BIOL 014 Gestures of Time: A Visual Exploration
BIOL 015 From Populations to Species: Understanding the Evolution of Diversity
BIOL 021 Science Beyond Williams
CHEM 010 Zymurgy
CHEM 011/SPEC 011 Science for Kids
CHEM 016 Glass and Glassblowing
CSCI 010 Designing and Building a Desktop Computer
ECON 012 Negotiation: Theory and Practice
ECON 025 The Political Economy of Social Cohesion: Lessons from South Africa's Miracle
ENVI 010 The Winter Naturalist's Journal
ENVI 012 The Changing Forest
ENVI 014 Green Design Workshop and LEED Certification Course
ENVI 015 Get Focused and Step It Up-Climate Change Activism
ENVI 016 Problems with Plastics
ENVI 025 Sustainable Eleuthera: Energy, Environment and Economic Development
GEOS 012 Landscape Photography
HIST 012 Reading Childhood
HIST 015 The Great Depression: A Storied History
HIST 025/THEA 026 Fashionable London: Clothing and Fetishism from Victorian Street to Westwood Catwalk
LEAD 018 Wilderness Leadership
LGST 021 Creating a Non-Profit Organization
JAPN 012 Kamishibai Workshop
JAPN 025 Exploring Japanese Culture and Language

Experiential Education Courses, Exploring Diversity Initiative Courses

LING 012 Preliminary Introduction to American Sign Language
 MATH 012 Mural
 MATH 016/SPEC 016 Knitting: The Social History and Craft Form
 MATH 023 Gaudino Winter Study Fellows Program
 MUS 013 Math and Music
 MUS 025 Musical Performance: Cultural Exchange in Argentina
 PHIL 011 Aikido and the Creation of Ethical Policy
 PHIL 013 Boxing
 PHYS 15 Livres des Artists-The Artist Book
 PSCI 021 Fieldwork in Public and Private Non-Profits/Volunteer Income Tax Assistance
 PSCI 025 Williams in NOLA
 PSYC 016 Rhythm Based Communication
 PSYC 019 Psychology in Action
 REL 025 Jerusalem: One City, Three Faiths, Many Narratives
 RLSP 016/MUS 016 Music Circus: John Cage and His World
 RUSS/SPEC 025 Williams in Georgia
 STAT 013 Roulette
 SPEC 010 Quest for College: Early Awareness in Berkshire County Schools
 SPEC 015 Ski Patrol Rescue Techniques: Outdoor Emergency Care CPR
 SPEC 019 Medical Apprenticeship
 SPEC 021 The Psychology of the Workplace; a Field Study with Williams Alumni/Parents
 SPEC 024 Eye Care and Culture In the Rural Atlantic Coast of Nicaragua
 SPEC 026/MATH 026 Resettling Refugees in Maine
 SPEC 028 Teaching Practice in New York City Schools
 SPEC 035 Making Pottery on the Potter's Wheel

EXPLORING DIVERSITY INITIATIVE

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

AFR 111(F) Introduction to Francophone Studies (Same as French 111) (D)
 AFR 235(F) African Rhythm, African Sensibility (Same as Music 235) (D)
 AFR 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Comparative Literature 241 and Theatre 241) (D)
 AFR 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as American Studies 403, Comparative Literature 375, English 375 and Latina/o Studies 403) (D)
 AMST 201(F,S) Introduction to American Studies (D)
 AMST 332(S) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as Latina/o Studies 332) (Junior Seminar) (W) (D)
 AMST 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, Comparative Literature 375, English 375 and Latina/o Studies 403) (D)
 AMST 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-Making (Same as Latina/o Studies 405) (Senior Seminar) (W) (D)
 ANTH 101(F,S) The Scope of Anthropology (D)
 ANTH 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Religion 256 and Women's and Gender Studies 256) (W) (D)
 ARTH 464(F) Latina/o Visual Culture: Histories, Identities, and Representation (Same as Latina/o Studies 464) (W) (D)
 ASST 250(S) Scholars, Saints and Immortals: The Religious Life in East Asia (Same as Religion 250) (D)
 CHIN 101(F)-W88-102(S) Basic Chinese (D)
 CHIN 201(F), 202(S) Intermediate Chinese (D)
 CHIN 251T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Comparative Literature 256T and History 215T) (W) (D)
 CHIN 301(F), 302(S) Upper-Intermediate Chinese (D)
 CHIN 401(F), 402(S) Advanced Chinese (D)
 JAPN 101(F)-W88-102(S) First-Year Japanese (D)
 JAPN 201(F), 202(S) Second-Year Japanese (D)
 JAPN 301(F), 302(S) Third-Year Japanese (D)
 JAPN 403(F) Advanced Japanese (D)
 JAPN 404(S) Advanced Japanese (D)
 BIOL 134(F) The Tropics: Biology and Social Issues (Same as Environmental Studies 134) (D)
 COMP 104(F) Introduction to World Theatre and Performance (Same as Theatre 104) (D)
 COMP 212(S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as Women's and Gender Studies 200) (D)
 COMP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America (Same as Spanish 230T) (W) (D)
 COMP 231T(S) Postmodernism (Same as English 266T) (W) (D)

Exploring Diversity Initiative Courses, Quantitative/Formal Reasoning Courses

- COMP 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Theatre 241) (D)
- COMP 256T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and History 215T) (W) (D)
- COMP 309T(S) Exile, Homecoming and the Promised Land (Same as Jewish Studies 491T and Religion 289T) (W) (D)
- COMP 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 402, American Studies 403, English 375 and Latina/o Studies 403) (D)
- ECON 468(S) Microfinance (Same as Economics 508) (D) (Q)
- ECON 508(S) Microfinance (Same as Economics 468) (D) (Q)
- ENGL 266T(S) Postmodernism (Same as Comparative Literature 231T) (W) (D)
- ENGL 332(F) Colonial Subjects (D)
- ENGL 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, Comparative Literature 375 and Latina/o Studies 403) (D)
- ENVI 134(F) The Tropics: Biology and Social Issues (Same as Biology 134) (D)
- HIST 207(F) The Modern Middle East (D)
- HIST 215T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and Comparative Literature 256T) (W) (D)
- HIST 310(S) Iraq and Iran in the Twentieth Century (D)
- HIST 491T(S) Political Islam: Past, Present, Future (D) (W)
- HIST 492T(S) Revolutionary Thought in Latin America (W) (D)
- JWST 101(F) Judaism: Innovation and Tradition (Same as Religion 203) (D)
- JWST 491T(S) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Religion 289T) (W) (D)
- LATS 332(S) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (W) (D)
- LATS 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, Comparative Literature 375 and English 375) (D)
- LATS 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-Making (Same as American Studies 405) (W) (D)
- LATS 464(F) Latina/o Visual Culture: Histories, Identities, and Representation (Same as ArtH 464) (W) (D)
- MUS 235(F) African Rhythm, African Sensibility (Same as Africana Studies 235) (D)
- REL 203(F) Judaism: Innovation and Tradition (Same as Jewish Studies 101) (D)
- REL 250(S) Scholars, Saints and Immortals: The Religious Life in East Asia (Same as Asian Studies 250) (D)
- REL 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256 and Women's and Gender Studies 256) (W) (D)
- REL 289T(S) (*formerly 309*) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Jewish Studies 491T) (W) (D)
- RLFR 111(F) Introduction to Francophone Studies (Same as Africana Studies 111) (D)
- RLSP 204(S) Icons and Imaginaries: Culture and Politics in Latin America (D)
- RLSP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America (Same as Comparative Literature 230T) (W) (D)
- RLSP 308(S) Foundations of Latin American Literature: Colonialism and Post-Coloniality (D)
- THEA 104(F) Introduction to World Theatre and Performance (Same as Comparative Literature 104) (D)
- THEA 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Comparative Literature 241) (D)
- WGST 101(F,S) Introduction to Women's and Gender Studies (W) (D)
- WGST 200(S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as Comparative Literature 212) (D)
- WGST 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256 and Religion 256) (W) (D)

QUANTITATIVE/FORMAL REASONING COURSES

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

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Courses that may be used to meet the requirement in 2008-2009:

- ASTR 111(F) Introduction to Astrophysics (Q)
- BIMO 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Chemistry 321) (Q)
- BIMO 322(S) Biochemistry II—Metabolism (Same as Biology 322 and Chemistry 322) (Q)
- BIOL 202(F) Genetics (Q)
- BIOL 203(F) Ecology (Same as Environmental Studies 203) (Q)
- BIOL 302(F) Communities and Ecosystems (Same as Environmental Studies 312) (Q)
- BIOL 305(S) Evolution (Q)
- BIOL 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Chemistry 319, Computer Science 319, Mathematics 319 and Physics 319) (Q)
- BIOL 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biochemistry and Molecular Biology 321 and Chemistry 321) (Q)

Quantitative/Formal Reasoning Courses

BIOL 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Chemistry 322) (Q)
 CHEM 151(F) Concepts of Chemistry (Q)
 CHEM 153(F) Concepts of Chemistry: Advanced Section (Q)
 CHEM 155(F) Current Topics in Chemistry (Q)
 CHEM 156(S) Organic Chemistry: Introductory Level (Q)
 CHEM 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Computer Science 319, Mathematics 319 and Physics 319) (Q)
 CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biochemistry and Molecular Biology 321 and Biology 321) (Q)
 CHEM 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Biology 322) (Q)
 CSCI 108(F) Artificial Intelligence: Image and Reality (Q)
 CSCI 109(S) The Art and Science of Computer Graphics (Q)
 CSCI 134(F,S) Introduction to Computer Science (Q)
 CSCI 136(F,S) Data Structures and Advanced Programming (Q)
 CSCI 237(F) Computer Organization (Q)
 CSCI 256(S) Algorithm Design and Analysis (Q)
 CSCI 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Mathematics 319 and Physics 319) (Q)
 CSCI 334(S) Principles of Programming Languages (Q)
 CSCI 336T(F) Computer Networks (Q)
 CSCI 356T(S) Advanced Algorithms (Q)
 CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)
 CSCI 371(F) Computer Graphics (Q)
 CSCI 432(S) Operating Systems (Q)
 ECON 110(F,S) Principles of Microeconomics (Q)
 ECON 111(S) Introduction to Economics and Its Applications (Q)
 ECON 120(F,S) Principles of Macroeconomics (Q)
 ECON 251(F,S) Price and Allocation Theory (Q)
 ECON 252(F,S) Macroeconomics (Q)
 ECON 253(F) Empirical Methods in Political Economy (Same as Political Economy 253) (Q)
 ECON 255(F,S) Econometrics (Q)
 ECON 353(F) Decision Theory (Q)
 ECON 379(F) Economics of the Environment (Same as Environmental Studies 379) (Q)
 ECON 385(S) Games and Information (Q)
 ECON 386(S) Environmental Policy and Natural Resource Management (Same as Economics 515 and Environmental Studies 386) (Q)
 ECON 392(F) Finance and Capital Markets (Q)
 ECON 464(S) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)
 ECON 468(S) Microfinance (Same as Economics 508) (D) (Q)
 ECON 475(F) Advanced Microeconomic Theory (Q)
 ECON 508(S) Microfinance (Same as Economics 468) (D) (Q)
 ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 464) (Q)
 ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Environmental Studies 386) (Q)
 ENVI 108(S) Energy Science and Technology (Same as Physics 108) (Q)
 ENVI 203(F) Ecology (Same as Biology 203) (Q)
 ENVI 215(S) Climate Changes (Same as Geosciences 215) (Q)
 ENVI 312(F) Communities and Ecosystems (Same as Biology 302) (Q)
 ENVI 379(F) Economics of the Environment (Same as Economics 379) (Q)
 ENVI 386(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Economics 515) (Q)
 GEOS 215(S) Climate Changes (Same as Environmental Studies 215) (Q)
 GEOS 301(F) Structural Geology (Q)
 INTR 160(F) Mathematical Politics: Voting, Power, and Conflict (Same as Mathematics 175) (Q)
 MATH 103(F,S) Calculus I (Q)
 MATH 104(F,S) Calculus II (Q)
 MATH 105(F,S) Multivariable Calculus (Q)
 MATH 106(F) Multivariable Calculus (Q)
 MATH 175(F) Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Q)
 MATH 209(S) Differential Equations and Vector Calculus (Q)
 MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)
 MATH 211(F,S) Linear Algebra (Q)
 MATH 251(F,S) Discrete Mathematics (Q)
 MATH 301(F) Real Analysis (Q)
 MATH 302(F) Complex Analysis (Q)
 MATH 305(S) Applied Real Analysis (Q)
 MATH 312(F,S) Abstract Algebra (Q)
 MATH 313(S) Introduction to Number Theory (Q)
 MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Q)
 MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Physics 319) (Q)
 MATH 324T(S) Topology (Q)
 MATH 327(S) Computational Geometry (Q)
 MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)
 MATH 370T(F) Mathematics and Politics: Social Choice and Fair Division (Q)
 MATH 404(S) Ergodic Theory (Q)

Quantitative/Formal Reasoning Courses, Related Course Listings

MATH 406(S) Analysis and Number Theory (Q)
MATH 433(F) Mathematical Modeling and Control Theory (Q)
MATH 481(F) The Big Questions (Q)
STAT 101(F,S) Elementary Statistics and Data Analysis (Q)
STAT 201(F,S) Statistics and Data Analysis (Q)
STAT 231(F) Statistical Design of Experiments (Q)
STAT 346(S) Regression and Forecasting (Q)
STAT 440(S) Categorical Data Analysis (Q)
PHIL 103(S) Logic and Language (Q)
PHYS 107(F) Newton, Einstein, and Beyond (Q)
PHYS 108(S) Energy Science and Technology (Same as Environmental Studies 108) (Q)
PHYS 109(S) Sound, Light, and Perception (Q)
PHYS 131(F) Particles and Waves (Q)
PHYS 132(S) Electromagnetism and the Physics of Matter (Q)
PHYS 141(F) Particles and Waves—Enriched (Q)
PHYS 142(S) Foundations of Modern Physics (Q)
PHYS 151(F) Seminar in Modern Physics (Q)
PHYS 201(F) Electricity and Magnetism (Q)
PHYS 202(S) Waves and Optics (Q)
PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)
PHYS 301(F) Quantum Physics (Q)
PHYS 302(S) Statistical Physics (Q)
PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Q)
PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Mathematics 319) (Q)
PHYS 402T(S) Applications of Quantum Mechanics (Q)
PHYS 411T(F) Classical Mechanics (Q)
POEC 253(F) Empirical Methods in Political Economy (Same as Economics 253) (Q)
PSYC 201(F,S) Experimentation and Statistics (Q)

RELATED COURSE LISTINGS

There are a number of significant areas of studies in which Williams offers many relevant courses, yet no formal program. To alert students to the opportunity for integrating courses from diverse disciplines into a focus area and to encourage them to do so, the courses in this section are organized as lists of topic-related courses. For their full descriptions, see the respective departmental sections.

Gay, Lesbian, and Bisexual Studies

Gay, lesbian, and bisexual studies focuses on the social construction of sexuality, past and present. Although, at present, Williams does not have a formal concentration in gay, lesbian, and bisexual studies, the College offers a number of courses which examine how social, cultural, and political institutions shape sexualities, as well as the responses and resistances thereto, through a variety of texts and contexts. The following courses include significant components on gay, lesbian, and bisexual studies (at least two weeks out of the semester).

CLAS/HIST 222 Greek History
CLAS 239/HIST 332 Women in Greece and Rome
ENGL/WGST 341 American Genders, American Sexualities
CLGR 403 Poetry and Revolution in Archaic Greece
HIST 335 Class, Gender, and Race in Post-1945 Britain
HIST 378/Women's and Gender Studies 344 History of Sexuality in America
HIST 394 Comparative Masculinities: Britain and the United States Since 1800
HIST/WGST 489T History and the Body
REL 232/HIST 309 Women and Islam
THEA 101 Introduction to Theatre
WGST 101 Introduction to Women's and Gender Studies
WGST 402 The Personal and the Political: Confessional Narrative and Feminist Politics

Medieval Studies

CLAS 101/COMP 107 Greek Literature
CLAS 103/COMP 223/THEA 311 Greek and Roman Drama: Renewal and Transformation
CLAS/ArH 213 Greek Art and Myth
CLAS/HIST 222 Greek History
CLAS/HIST 223 Roman History
ENGL 305 Chaucer
MATH 381 History of Mathematics
PSCI/PHIL 231 Ancient Political Theory
REL 203 Introduction to Judaism
REL 211 Paul and the Beginnings of Christianity

Political and Economic Philosophy

PHIL 101 Introduction to Moral and Political Philosophy
POEC/ECON 301/Political Science 333 Economic Liberalism and Its Critics
PSCI 203 Introduction to Political Theory
PSCI 204 Introduction to Comparative Politics: Nationalism, Religion, and State Power
PSCI/PHIL 231 Ancient Political Theory
SOC 101 Invitation to Sociology

TUTORIALS OFFERED 2008-2009

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 Studies

AMST 465T(F)/
ENGL 465T(F) Two American Public Intellectuals: Noam Chomsky and Edward Said (W) D. WANG

Anthropology and Sociology

ANTH 328T(S) Emotions and the Self (W) JUST
SOC 214T(F) Exploring the American Culture Wars (W) NOLAN

Art

ARTH 300T(F) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W) FILIPCZAK
ARTH 305T(S) Art, Life, Death: Studies in the Italian Renaissance (W) SOLUM
ARTH 461T(F)/INTR 465T(F)/WGST 461T(F) Writing about Bodies (W) OCKMAN
ARTS 300T(F) Narrative Spaces JACKSON
ARTS 304T(S) Video Post-Production LANE
ARTS 310T(S) Appearance/Disappearance EPPING

Asian Studies

CHIN 251T(S)/COMP 256T(S)/HIST 215T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (W) (D) NUGENT

Astronomy

ASTR 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W) KITTER

Biology

BIOL 206T(S) Genomes, Transcriptomes, and Proteomes (W) RAYMOND
BIOL 209T(F) Animal Communication (W) H. WILLIAMS
BIOL 218T(S) DNA, Life, and Everything (W) ALTSCHULER
BIOL 425T(S) Coevolution (W) MORALES

Comparative Literature

COMP 231T(S)/
ENGL 266T(S) Postmodernism (W) (D) C. BOLTON
COMP 259T(F)/ENGL 261T(F)/WGST 259T(F) Adultery in the Nineteenth-Century Novel (W) CASSIDAY

Computer Science

CSCI 336T(F) Computer Networks (Q) MURTAGH
CSCI 356T(S) Advanced Algorithms (Q) HEERINGA

Economics

ECON 219T(F) Global Economic History (W) NAFZIGER
ECON 357T(F) The Strange Economics of College (W) SCHAPIRO
ECON 371T(S) Economic Justice ZIMMERMAN
ECON 467T(S)/
ECON 518T(S) Development Successes (W) MONTIEL

English

ENGL 207T(F) Hollywood Directors: Hawks, Lubitsch, and Sturges (W) TIFFT
ENGL 208T(F) Poetry (W) R. BELL
ENGL 320T(S) Marlowe and Shakespeare (W) KLEINER
ENGL 322T(S) Novel Arguments (W) T. DAVIS
ENGL 325T(S) Thinking Through *Middlemarch* (W) CASE
ENGL 326T(S) Inscrutable Evil, or the Transformative Horror Film (W) J. SHEPARD
ENGL 343T(F) Whitman and Dickinson in Context (W) KENT
ENGL 355T(F) Fanaticism (W) SOKOLSKY

Geosciences

GEOS 110T(S) Galapagos Islands Field Geology and Biology (W) M. JOHNSON and KARABINOS
GEOS 218T(F)/
ENVI 218T(F) The Carbon Cycle and Climate (Same as Environmental Studies 218T) (W) COOK

German

GERM 301T(S) German Studies, 1770-1830 (W) NEWMAN
GERM 303T(F) German Studies, 1900-1938 (W) DRUXES

History

HIST 128T(S) Conquistadors in the New World (W) WOOD
HIST 481T(S) The American Revolution, 1763-1798: Meanings and Interpretations (W) AUBERT
HIST 482T(S) Fictions of African-American History (W) LONG
HIST 487T(F) The Second World War: Origins, Course, Outcomes, and Meaning (W) WOOD
HIST 489T(F) The Rise and Fall of the Ottomans and the Emergence of Modern Turkey (W) REPP
HIST 491T(S) Political Islam: Past, Present, Future (D) (W) BERNHARDSSON
HIST 492T(S) Revolutionary Thought in Latin America (W) (D) KITTLESON

Maritime Studies

MAST 231T(F,S) /ENGL 231T(F,S) Literature of the Sea (W) (Offered only at Mystic Seaport.) KING

Tutorials, Writing-Intensive Courses

Mathematics/Statistics

MATH 101T(F)	Mathematical Analysis with Descriptive Statistics	S. JOHNSON
MATH 324T(S)	Topology (Q)	MORGAN
MATH 370T(F)	Mathematics and Politics: Social Choice and Fair Division (Q)	PACELLI

Music

MUS 203T(F), 204T(S)	Composition I and II	Fall: KECHLEY Spring: PEREZ VELAZQUEZ E. GOLLIN
MUS 245T(S)	Music Analysis: Music with Text (W)	

Philosophy

PHIL 213T(S)	Biomedical Ethics (W)	J. PEDRONI
PHIL 220T(S)/ REL 282T(S)	Immortality and the Soul in Ancient and Medieval Thought (W)	MCPARTLAND
PHIL 235T(F)	Morality and Partiality: Loyalty, Friendship, Patriotism (W)	MLADENOVIC
PHIL 272T(F)	Free Will and Responsibility (W)	BARRY
PHIL 304T(F)	Authenticity: From Rousseau to Poststructuralism (W)	SAWICKI
PHIL 350T(S)	Beauty (W)	WHITE

Physics

PHYS 402T(S)	Applications of Quantum Mechanics (Q)	JONES
PHYS 411T(F)	Classical Mechanics (Q)	STRAUCH

Political Science

PSCI 248T(F)	The USA in Comparative Perspective (W)	MAHON
PSCI 323T(F)	Henry Kissinger and the American Century (W)	MCALLISTER
PSCI 331T(S)/ AFR 331T(S)	Non-Profit Organization and Community Change (W)	WILLINGHAM
PSCI 352T(S)	Comparative Political Economy (W)	MUNEMO

Psychology

PSYC 324T(S)	Great Debates in Cognition	ZAKI
PSYC 331T(F)	Risk and Resilience in Early Development	HANE

Religion

REL 289T(S)/COMP 309T(S)/JWST 491T(S)	Exile, Homecoming and the Promised Land (W) (D)	HAMMERSCHLAG
REL 290T(F)	Explorations of the Afterlife (W)	JOSEPHSON

Romance Languages

RLSP 230T(F)/ COMP 230T(F)	Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America (W) (D)	FRENCH
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Theatre

THEA 250T(F)/ENGL 253T(F)/WGST 250T(F)	Women and Theatre: Gender, Sexuality and the Stage (W)	HOLZAPFEL
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Williams in New York

WNY 307T(F,S)	Work/Ethics: Frameworks for Observing People at Work (W)	L. JOHNSON
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The Center for Development Economics is offering two graduate-level courses (ECON 516T and 520T) in the tutorial format. Interested undergraduates should consult the course description and the instructor for eligibility.

The College acknowledges with deepest gratitude those classes and individuals who have created generous endowments to support tutorials at Williams:

The Class of 1953

The Class of 1954

The Class of 1979

Hugh Germanetti 1954

David A. Gray 1954

Robert L. Guyett 1958

John D. Mabie 1954

John H. Simpson 1979

Tutorial Honoring Williams Health Center Nurses

WRITING-INTENSIVE COURSES

Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19.

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

Courses that may be used to meet the requirement in 2008-2009:

AFR 103(F)	The City in Africa: Nairobi and Johannesburg (Same as History 103) (W)
AFR 330T(S)	Non-Profit Organization and Community Change (Same as Political Science 331T) (W)
AFR 350(S)	Government and Politics in Zimbabwe (Same as Political Science 350) (W)
AMST 138(F,S)	A Love for Literature (Same as English 138) (W)

Writing-Intensive Courses

- AMST 144(F) Whodunit? The Ethnic Detective Novel and its Permutations (Same as English 144) (W)
 AMST 332(S) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as Latina/o Studies 332) (Junior Seminar) (W) (D)
 AMST 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-Making (Same as Latina/o Studies 405) (Senior Seminar) (W) (D)
 AMST 465T(F) Two American Public Intellectuals: Noam Chomsky and Edward Said (Same as English 367T) (W)
 ANTH 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Religion 256 and Women's and Gender Studies 256) (W) (D)
 ANTH 328T(S) Emotions and the Self (W)
 SOC 214T(F) Exploring the American Culture Wars (W)
 ARTH 201(F) American Landscape History (Same as Environmental Studies 201) (W)
 ARTH 265(F) Pop Art (W)
 ARTH 300T(F) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W)
 ARTH 305T(S) Art, Life, Death: Studies in the Italian Renaissance (W)
 ARTH 308(S) The North-American Park Idea (Same as Environmental Studies 308) (W)
 ARTH 310(S) American Agricultural History (Same as Environmental Studies 310) (W)
 ARTH 404(S) The Enemies of Impressionism (W)
 ARTH 410(S) Feminine Imagery in Chinese Art and Literature (W)
 ARTH 461T(F) Writing about Bodies (Same as INTR 461 and Women's and Gender Studies 461) (W)
 ARTH 464(F) Latina/o Visual Culture: Histories, Identities, and Representation (Same as Latina/o Studies 464) (W) (D)
 CHIN 251T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Comparative Literature 256T and History 215T) (W) (D)
 ASTR 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)
 BIOL 206T(S) Genomes, Transcriptomes, and Proteomes (W)
 BIOL 209T(F) Animal Communication (W)
 BIOL 218T(S) DNA, Life, and Everything (W)
 BIOL 425T(S) Coevolution (W)
 CHEM 342(S) Synthetic Organic Chemistry (W)
 CHEM 364(S) Instrumental Methods of Analysis (Same as Environmental Studies 364) (W)
 CLAS 330(F) Plato (Same as Philosophy 330)(W)
 COMP 111(F) The Nature of Narrative (Same as English 120) (W)
 COMP 111(S) The Nature of Narrative (Same as English 120) (W)
 COMP 111(S) The Gendered Nature of Narrative (Same as English 120 and Women's and Gender Studies 111) (W)
 COMP 117(S) Introduction to Cultural Theory (Same as English 117) (W)
 COMP 139(F,S) Metafiction (Same as English 139) (W)
 COMP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America (Same as Spanish 230T) (W) (D)
 COMP 231T(S) Postmodernism (Same as English 266T) (W) (D)
 COMP 237(S) Gender and Desire 1200-1600 (Same as English 237 and Women's and Gender Studies 237) (W)
 COMP 240(F) Introduction to Literary Theory (Same as English 230) (W)
 COMP 256T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and History 215T) (W) (D)
 COMP 259T(F) Adultery in the Nineteenth-Century Novel (Same as English 261T and Women's and Gender Studies 259T) (W)
 COMP 260(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230) (W)
 COMP 283(S) Great Big Books (Same as English 233) (W)
 COMP 309T(S) Exile, Homecoming and the Promised Land (Same as Jewish Studies 491T and Religion 289T) (W) (D)
 ECON 214(S) The Philosophy and Economics of Higher Education (Same as INTR 290 and Philosophy 290) (W)
 ECON 219T(F) Global Economic History (W)
 ECON 352(S) Regulatory Reform and Innovation (W)
 ECON 357T(F) The Strange Economics of College (W)
 ECON 467T(S) Development Successes (Same as Economics 518T) (W)
 ECON 518T(S) Development Successes (Same as Economics 467T) (W)
 ENGL 105(F) Poetry and Magic (W)
 ENGL 109(S) Monsters (W)
 ENGL 111(S) Poetry and Politics (W)
 ENGL 114(S) Literary Speakers (W)
 ENGL 117(S) Introduction to Cultural Theory (Same as Comparative Literature 117) (W)
 ENGL 119(S) Missed Encounters (W)
 ENGL 120(F) The Nature of Narrative (Same as Comparative Literature 111) (W)
 ENGL 120(S) The Nature of Narrative (Same as Comparative Literature 111) (W)
 ENGL 120(S) The Gendered Nature of Narrative (Same as Comparative Literature 111 and Women's and Gender Studies 111) (W)
 ENGL 126(F,S) Stupidity and Intelligence (W)
 ENGL 133(F) New Poetry (W)
 ENGL 134(F) New American Fiction (W)
 ENGL 135(F) Vengeance (W)
 ENGL 137(F) Shakespeare's Warriors and Politicians (W)
 ENGL 138(F,S) A Love for Literature (Same as American Studies 138) (W)
 ENGL 139(F,S) Metafiction (Same as Comparative Literature 139) (W)
 ENGL 140(F) American Cinema in the 70's: The Other American Renaissance (W)

Writing-Intensive Courses

- ENGL 143(F) On Beyond Criticism: New Ways to Write about Fiction (W)
 ENGL 144(F) Whodunit? The Ethnic Detective Novel and its Permutations (Same as American Studies 144) (W)
 ENGL 145(S) Reading and Writing Science Fiction (W)
 ENGL 150(F,S) Expository Writing (W)
 ENGL 207T(F) Hollywood Directors: Hawks, Lubitsch, and Sturges (W)
 ENGL 208T(F) Poetry (W)
 ENGL 224(S) The Syntactic Structure of English (Same as Linguistics 220) (W)
 ENGL 231T(F,S) Literature of the Sea (Same as Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)
 ENGL 253T(F) Women and Theatre: Gender, Sexuality and the Stage (Same as Theatre 250T and Women and Gender Studies 250T) (W)
 ENGL 261T(F) Adultery in the Nineteenth-Century Novel (Same as Comparative Literature 259T and Women's and Gender Studies 259T) (W)
 ENGL 266T(S) Postmodernism (Same as Comparative Literature 231T) (W) (D)
 ENGL 218(F,S) Forms of Violence (Gateway) (W)
 ENGL 225(S) Romanticism and Modernism (Gateway) (W)
 ENGL 230(F) Introduction to Literary Theory (Same as Comparative Literature 240) (Gateway) (W)
 ENGL 233(S) Great Big Books (Same as Comparative Literature 283) (Gateway) (W)
 ENGL 237(S) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and Women's and Gender Studies 237) (Gateway) (W)
 ENGL 257(F) The Personal Essay (Gateway) (W)
 ENGL 258(F) Poetry and the City (Gateway) (W)
 ENGL 264(S) Epic and Mock-Epic (Gateway) (W)
 ENGL 265(S) Topics in American Literature: Tradition, Context and Beyond (Gateway) (W)
 ENGL 320T(S) Marlowe and Shakespeare (W)
 ENGL 322T(S) Novel Arguments (W)
 ENGL 325T(S) Thinking Through *Middlemarch* (W)
 ENGL 326T(S) Inscrutable Evil, or the Transformative Horror Film (W)
 ENGL 343T(F) Whitman and Dickinson in Context (W)
 ENGL 355T(F) Fanaticism (W)
 ENGL 367T(F) Two American Public Intellectuals: Noam Chomsky and Edward Said (Same as American Studies 465T)
 ENVI 201(F) American Landscape History (Same as Arth 201) (W)
 ENVI 218T(F) The Carbon Cycle and Climate (Same as Geosciences 218T) (W)
 ENVI 308(S) The North-American Park Idea (Same as Arth 308) (W)
 ENVI 310(S) American Agricultural History (Same as Arth 310) (W)
 ENVI 364(S) Instrumental Methods of Analysis (Same as Chemistry 364) (W)
 FRS 101(F) Interpreting Human Experience (W)
 GEOS 105(F) Geology Outdoors (W)
 GEOS 110T(S) Galapagos Islands Field Geology and Biology (W)
 GEOS 218T(F) The Carbon Cycle and Climate (Same as Environmental Studies 218T) (W)
 GEOS 302(S) Sedimentology (W)
 GERM 301T(S) German Studies, 1770-1830 (W)
 GERM 303T(F) German Studies, 1900-1938 (W)
 HIST 103(F) The City in Africa: Nairobi and Johannesburg (Same as Africana Studies 103) (W)
 HIST 119(S) The Japanese Empire (W)
 HIST 127(F) The Expansion of Europe (W)
 HIST 128T(S) Conquistadors in the New World (W)
 HIST 136(S) Before the Deluge: Paris and Berlin in the Interwar Years (W)
 HIST 141(F) Modernism, Leisure, and Subjectivity in Fin-de-Siècle Russia (W)
 HIST 147(F) Women and Men in Twentieth-Century Latin America (Same as Women's and Gender Studies 147) (W)
 HIST 152(F) The Fourteenth Amendment and the Rights Revolution (Same as Women's and Gender Studies 152) (W)
 HIST 158(S) Thicker than Water: American Political Dynasties (W)
 HIST 162(F) "New Worlds for All": European-Indian Encounters in Colonial North America (W)
 HIST 164(S) Slavery in the American South (W)
 HIST 215T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and Comparative Literature 256T) (W) (D)
 HIST 352(F,S) America and the Sea, 1600-Present (Same as Maritime Studies 352) (Offered only at Mystic Seaport.) (W)
 HIST 481T(S) The American Revolution, 1763-1798: Meanings and Interpretations (W)
 HIST 482T(S) Fictions of African-American History (W)
 HIST 487T(F) The Second World War: Origins, Course, Outcomes, and Meaning (W)
 HIST 489T(F) The Rise and Fall of the Ottomans and the Emergence of Modern Turkey (W)
 HIST 491T(S) Political Islam: Past, Present, Future (D) (W)
 HIST 492T(S) Revolutionary Thought in Latin America (W) (D)
 INTR 290(S) The Philosophy and Economics of Higher Education (Same as Economics 214 and Philosophy 290) (W)
 INTR 461T(F) Writing about Bodies (Same as Arth 461 and Women's and Gender Studies 461) (W)
 JWST 280(F) The Turn to Religion in Post-Modern Thought (Same as Philosophy 282 and Religion 303) (W)
 JWST 491T(S) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Religion 289T) (W) (D)
 LATS 332(S) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (W) (D)

Writing-Intensive Courses

- LATS 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-Making (Same as American Studies 405) (W) (D)
- LATS 464(F) Latina/o Visual Culture: Histories, Identities, and Representation (Same as ArtH 464) (W) (D)
- LEAD 205(S) Leaders in Contemporary Conservative Political Thought (Same as Political Science 205) (W)
- LING 220(S) The Syntactic Structure of English (Same as English 224) (W)
- LING 330(S) Textual Meaning and Interpretation (Same as Philosophy 301) (W)
- MAST 231T(F,S) Literature of the Sea (Same as English 231T) (Offered only at Mystic Seaport.) (W)
- MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)
- MUS 102(F) Fundamentals of Music (W)
- MUS 245T(S) Music Analysis: Music with Text (W)
- PHIL 101(F,S) Introduction to Moral and Political Philosophy (W)
- PHIL 102(F,S) Introduction to Metaphysics and Epistemology (W)
- PHIL 202(S) Philosophy of Language and Philosophy of Mind (W)
- PHIL 213T(F) Biomedical Ethics (W)
- PHIL 220T(S) Immortality and the Soul in Ancient and Medieval Thought (Same as Religion 282T) (W)
- PHIL 225(F) Classics in Western Feminist Thought (Same as Women's and Gender Studies 225) (W)
- PHIL 235T(F) Morality and Partiality: Loyalty, Friendship, Patriotism (W)
- PHIL 272T(F) Free Will and Responsibility (W)
- PHIL 282(F) The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Religion 303) (W)
- PHIL 290(S) The Philosophy and Economics of Higher Education (Same as Economics 214 and INTR 290) (W)
- PHIL 301(S) Textual Meaning and Interpretation (Same as Linguistics 330) (W)
- PHIL 304T(S) Authenticity: From Rousseau to Poststructuralism (W)
- PHIL 330(F) Plato (Same as Classics 330) (W)
- PHIL 331(S) Contemporary Epistemology (W)
- PHIL 335(S) Contemporary Metaethics (W)
- PHIL 350T(S) Beauty (W)
- PSCI 205(S) Leaders in Contemporary Conservative Thought (Same as Leadership Studies 205) (W)
- PSCI 248T(F) The USA in Comparative Perspective (W)
- PSCI 323T(F) Henry Kissinger and the American Century (W)
- PSCI 331T(S) Non-Profit Organization and Community Change (Same as Africana Studies 330T) (W)
- PSCI 345(S) Cosmology and Rulership in Ancient Chinese Political Thought (W)
- PSCI 350(S) Government and Politics in Zimbabwe (Same as Africana Studies 350) (W)
- PSCI 351(S) The New Left and Neoliberalism in Latin America (W)
- PSCI 352T(S) Comparative Political Economy (W)
- PSCI 420/440(S) Senior Seminar in International Relations and Comparative Politics: The Power of the Purse in International Politics (W)
- REL 230(F) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)
- REL 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256 and Women's and Gender Studies 256) (W) (D)
- REL 282T(S) Immortality and the Soul in Ancient and Medieval Thought (Same as Philosophy 220T) (W)
- REL 289T(S) (*formerly 309*) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Jewish Studies 491T) (W) (D)
- REL 290T(F) Explorations of the Afterlife (W)
- REL 303(F) (*formerly 280*) The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Philosophy 282) (W)
- RLSP 230T(F) Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America (Same as Comparative Literature 230T) (W) (D)
- THEA 250T(F) Women and Theatre: Gender, Sexuality and the Stage (Same as English 253T and Women and Gender Studies 250T) (W)
- WGST 101(F,S) Introduction to Women's and Gender Studies (W) (D)
- WGST 111(S) The Gendered Nature of Narrative (Same as Comparative Literature 111 and English 120) (W)
- WGST 147(F) Women and Men in Twentieth-Century Latin America (Same as History 147) (W)
- WGST 152(F) The Fourteenth Amendment and the Rights Revolution (Same as History 152) (W)
- WGST 225(F) Classics in Western Feminist Thought (Same as Philosophy 225) (W)
- WGST 237(S) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and English 237) (W)
- WGST 250T(F) Women and Theatre: Gender, Sexuality and the Stage (Same as English 253T and Theatre 250T) (W)
- WGST 256(S) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256 and Religion 256) (W) (D)
- WGST 259T(F) Adultery in the Nineteenth-Century Novel (Same as Comparative Literature 259T and English 261T) (W)
- WGST 402(S) Gender and Global Justice (W)
- WGST 461T(F) Writing about Bodies (Same as ArtH 461 and INTR 461) (W)
- MAST 231T(F,S) Literature of the Sea (Same as English 231T) (W)
- MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352) (W)
- WNY 307T(F) Work/Ethics: Frameworks for Observing People at Work (W)
- WNY 307T(S) Work/Ethics: Frameworks for Observing People at Work (W)

WILLIAMS OFF-CAMPUS PROGRAMS

WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY

Directors, Professor THOMAS A. KOHUT

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. Six students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams Faculty) administers Ephraim Williams House, oversees the academic 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 usually 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 and will be included in the computation of their Grade Point Average.

Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College "Writing Intensive" designation, except for those in the studio arts, mathematics, and the sciences.

Tutorial courses in Oxford may also be used to meet major requirements. Some departments at Williams will grant a two-course credit towards the major for each full tutorial course taken at Oxford, and one course towards the major for each half tutorial course taken at Oxford. Most departments, however, will grant a one-course credit towards the major for each relevant tutorial course taken at Oxford (whether a full or a half). Half tutorial courses are sometimes deemed to be insufficiently broad to satisfy certain requirements for the major. Students are encouraged to check with their department chair(s) to confirm official department policy.

Williams-Exeter Programme at Oxford

THE COURSE OF STUDY

In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (Anthropology, English Literature, Modern History, Philosophy, Politics, Psychology, Classics, Theology, the Natural Sciences, etc.). Exeter College also has a Fellow in English Language and Literature (with interests ranging from the Renaissance—including Shakespeare—to the early nineteenth century) committed to teaching Williams students, and students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

What follows is a list of tutorial courses normally available to students studying with the Williams-Exeter Programme at Oxford. The tutorials listed below (WIOX 311-384) represent a selection of some of the standard “papers” (courses) that comprise the Oxford degrees in various subjects and that are taught in tutorial format. Normally, but not always, tutors can be secured who can teach these subjects to Williams students, although demand, leave patterns, and other constraints, sometimes mean that not all of these subjects can be staffed in all terms.

Some tutorial courses are accompanied by lectures. In such cases the term in which the lectures are delivered is listed, as is the term in which students should take the tutorials (MT-Michaelmas Term; HT-Hilary Term; TT-Trinity Term). Sometimes, where appropriate, prerequisites are also listed.

While many students enroll in the tutorial courses listed below (WIOX 311-384), it is also possible to choose from other available Oxford courses under the heading of WIOX 390, a general rubric for more specialized tutorial work. This is described in more detail below.

WIOX 310 Art History: Historiography and Methodologies of Art History

An overview of the development of the History of Art as a discipline. The course surveys influential projects of the field and the methods it has adopted for executing them. Topics include: style and periodization; iconography, semiotics; narratology, spectatorship; the social functions of images and the social history of art; art and the market; gender and sexuality; and art-historical narrative as representation. With permission of the Art Department, counts as ARTH 301.

Prerequisites: ARTH 101-102. Lectures: MT and HT, with permission. Tutorials: depending on availability, any term.

WIOX 311 Art History: English Architecture 1660-1720

A study of the principal buildings of Wren, Hawksmoor, Jones and Vanburgh in relation to the contemporary historical background.

Prerequisites: ARTH 101 and 102. Lectures: MT, HT. Tutorials: any term.

WIOX 312 Art History: History of Collecting and Display in Europe 1500-Present

Topics range from the Renaissance cabinet of curiosities, to the Grand Tour, the founding of the first public museums, and the current battles for the repatriation of colonial artefacts.

Prerequisites: ARTH 101 and 102. Tutorials: any term.

WIOX 316 Biology: Evolution and Systematics

Evolution as a central theme of biology; methods and data of phylogeny reconstruction; macro-evolutionary change; biogeography; adaptation; comparative method; natural selection; evolution of sex; the modern synthesis.

Prerequisites: Biology 101 and 102. Tutorials: any term.

ECONOMICS

Each of the following courses is available to Williams students in Oxford. As all of the economics teaching is arranged by Oxford's Economics Department, students need to inform the Director of the Programme of their interest in any of the following economics options when registering during the Spring of their sophomore year; commitments to any of the following papers must be made in advance for the entire academic year. Students will be expected to attend the lectures in all terms designated and undertake their tutorial work in the appropriate term, as noted below. All courses listed below can only be taken as “full” tutorial courses.

WIOX 319 Economics: Microeconomics

Risk, uncertainty and information; the firm and market structures; welfare economics; externalities, public goods, and the sources of market failure; the distribution of income; trade and protection; the applications of microeconomics to public policy issues. (Similar to Economics 251.)

Prerequisites: Economics 110 and 120. Lectures: MT. Tutorials: MT only.

WIOX 320 Economics: Macroeconomics

Alternative macroeconomic theories and policy implications; aggregate investment and consumption; demand for money; unemployment and inflation; balance of payments adjustment; exchange rates; supply-side policies; monetary and fiscal policy; international aspects of macroeconomic policy—all with special reference to the UK and its membership of the EU. (Similar to Economics 252.)

Prerequisites: Economics 110 and 120. Lectures: HT. Tutorials: HT only.

WIOX 321 Economics: British Economic History Since 1870

Trends and cycles in national income; changes in the structure of output, employment, and capital; the location of industries, industrial concentration, and the growth of large firms; prices, interest rates, and public finance; trade unions and the labour market; poverty and living standards; foreign trade; government policy.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT. Tutorials: TT.

WIOX 322 Economics: International Economics

Theories of international trade and their application to economic policy and current problems; theory and practice of economic integration; current problems of the international trading system; methods of balance of payments adjustment and financing; behaviour of floating exchange rates; Exchange Rate Regimes and the Interna-

tional Monetary System.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: TT (or MT with approval of Director).

WIOX 323 Economics: Command and Transitional Economies

Traditional command economies, attempts to reform them in the direction of market socialism, and the transition to market economies. Focus is largely on Russia and the nations of Eastern Europe, with some attention to China.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, TT. Tutorials: TT.

WIOX 324 Economics: Economics of Developing Countries

Theories of growth and development; poverty and income distribution; human resources; labour markets and employment; industrialization and technology; agriculture and rural development; monetary and fiscal issues; foreign aid; the role of government in development.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: TT.

WIOX 325 Economics: Money and Banking

The nature and definition of money; the role, behaviour, and regulation of banks and other financial intermediaries; the supplies of money and credit; the interest rate structure and equity prices; the aims, instruments, and practice of monetary policy; foreign exchange markets and monetary policy; the relations between monetary and fiscal policy.

Prerequisites: Economics 110, 120, and 252 (or WIOX 320). Lectures: MT, HT, TT. Tutorials: TT (or MT with approval of Director).

WIOX 326 Economics: Public Economics

Welfare-economic foundations; the measurement of well-being; taxation and incentives; taxation, debt, and behaviour over time; health, education, and social security; public goods, externalities and market failure; policy towards natural resources and the environment.

Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures: MT, TT. Tutorials: TT (or MT with approval of Director).

WIOX 327 Economics: Economics of Industry

Market structures, costs and scale economies; oligopoly and the theory of games; empirical studies of pricing and profitability; advertising and product differentiation; mergers and vertical integration; public enterprises and public policy towards market structure; managerial theories of the firm.

Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures: TT. Tutorials: TT.

WIOX 328 Economics: Labour Economics and Industrial Relations

Organization and policies of trade unions and employers' associations; employer-employee relations; the theory and practice of collective bargaining; the role of the government in industrial relations; the application of economic analysis to labour markets; economic aspects of trade unions; the economics of labour policy.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: MT or TT.

WIOX 329 Economics: Classical Economic Thought

The theories of value, distribution, money, and international trade as put forward and developed by Smith, Ricardo, and Marx.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: HT. Tutorials: TT.

WIOX 330 English: English Literature (surveys)

The following courses offer general introductions to the literature of specific periods of English history. There are no prerequisites for these courses, but usually they are available only in the terms indicated below. Each of the courses listed below is a separate entity, moreover, given the scope and range of each course, it is best taken as a "full" course. Exeter's Williams Fellow in English is normally available to teach

WIOX 330c, d, e, and f to Williams students; a, b, and g are taught by other tutors.

WIOX 330a English: English Literature from 600 to 1100 MT, HT

WIOX 330b English: English Literature from 100 to 1509 MT, HT

WIOX 330c English: English Literature from 1509 to 1642 MT, TT

WIOX 330d English: English Literature from 1642 to 1740 HT, TT

WIOX 330e English: English Literature from 1740 to 1832 TT

WIOX 330f English: English Literature from 1832 to 1900 MT

WIOX 330g English: English Literature from 1900 to present HT

Though not typically offered during Trinity Term at Oxford, Exeter's Williams Fellow in English may be available to offer these two period courses during Trinity Term to Williams students.

WIOX 331 English: Shakespeare

Consideration of Shakespeare's work in its broader literary and historical context, with a focus on both the range of Shakespeare's writings and the details of specific plays. Students may choose to focus on specific aspects of Shakespeare's work. No prerequisites, normally available in all three terms, best taken as a "full" course.

WIOX 332 The History, Theory, and Use of the English Language

The history, use, and theory of the English language, with special reference to literary language, from Chaucer to the present day. Topics in linguistic theory (such as vocabulary, syntax and morphology, social and geographical

Williams-Exeter Programme at Oxford

aspects of the use of English), as well as in the history and theories of literary language (such as figurative language, relations between oral and written discourse, and literary language as persuasion and social action. No prerequisites; normally available in all three terms.

WIOX 333 English: Special Authors

This course allows students to focus in detail on the work of one or more authors of their choice, as a “full” or “half” course. Here, the choice of author is broader than that available within the Oxford undergraduate syllabus. The choice of Special Author should approximately correspond chronologically with the period papers on offer at any given point in the year, and with the provision of teaching and lectures.

Prerequisite: some background in the close reading of literary texts and a general familiarity with the literature of the period. The following are examples of some of the Special Authors who are currently, or have been, or will be studied for the Special Authors course of the Oxford University syllabus. *It is important to note that other authors can usually be studied, depending on the availability of tutors:*

WIOX 333a	The Beowulf poet, Alfred, Aelfric, the Exeter Book (600-1100)	MT
WIOX 333b	Chaucer, Julian of Norwich, Langland, the York Cycle, the N-Town Cycle (1100-1509)	MT, HT
WIOX 333c	Donne, Marlowe, Spenser, Jonson (1509-1642)	MT
WIOX 333d	Milton, Marvell, Swift, Pope, Bunyan (1642-1740)	MT, HT
WIOX 333e	Wordsworth, Fielding, Austen, Byron (1740-1832)	MT, TT
WIOX 333f	Tennyson, Dickens, Wilde (1832-1900)	MT
WIOX 333g	Joyce, T. S. Eliot, Woolf, Coetzee, C. S. Lewis, Yeats, Stoppard (1900-present)	MT, HT

WIOX 334 English: Special Topics

It is open to Williams students to devise a general topic of their own choice for study, falling within one of the categories below, when tutors are available. The option is similar to the Special Topic course followed by third-year Oxford undergraduates. The choice of Special Topic is usually configured so as approximately to correspond chronologically with the period papers on offer at any given point in the year (as given at WIOX 330 above), and with the provision of teaching and lectures—although in practice there may often be some overlap across periods.

Prerequisite: some background in the close reading of literary texts and a general familiarity with the literature of the period. The Director should be available to advise you on the best arrangement of your choice.

WIOX 334a	Fiction in English
WIOX 334b	Drama in English
WIOX 334c	Prose in English
WIOX 334d	Poetry in English
WIOX 334e	American Literature from the beginnings to the present day
WIOX 334f	Women’s Writing in English
WIOX 334g	History and Theory of Criticism
WIOX 334h	Postcolonial Literature

WIOX 335 English: Women’s Writing

Various aspects of writing by women from the early Middle Ages to present-day feminist theoretical writing. Students may focus on various topics, including notions of a female canon, autobiographies and letters as specific forms of women’s writing, American women’s writing, postcolonial women writers, feminist theoretical writing, etc. No prerequisite; normally available in all three terms.

WIOX 336 English: The History and Theory of Criticism

A broad survey of the history and function of criticism from the classical period to the present, with special attention paid to different schools of literary theory.

Prerequisite: two courses in English at Williams; normally available in all three terms, only as a “full” course.

WIOX 340 History: General History (surveys)

The following courses offer general introductions to western history during specific time periods. Each is a separate entity, normally undertaken as a “full” course. There are no prerequisites for these courses and tutorials can generally be arranged for any of them in any term.

WIOX 340a	General History, 285-476
WIOX 340b	General History, 476-750
WIOX 340c	General History, 700-900
WIOX 340d	General History, 900-1122
WIOX 340e	General History, 1122-1273
WIOX 340f	General History, 1273-1409
WIOX 340g	General History, 1409-1525
WIOX 340h	General History, 1517-1618
WIOX 340i	General History, 1618-1715
WIOX 340j	General History, 1715-1799
WIOX 340k	General History, 1799-1856
WIOX 340l	General History, 1856-1914
WIOX 340m	General History, 1914-1945
WIOX 340n	General History, 1941-1973

WIOX 341 History of the British Isles (surveys)

The following courses offer general introductions to the History of the British Isles, paying particular attention to the evolution and development of Britain as a nation and to the major political, social, and economic trends that

have shaped the course of the nation's development. Each course is a separate entity and is normally undertaken as a "full" course. There are no prerequisites for these courses and while lectures are normally delivered in Michaelmas Term, tutorials can generally be arranged for any of them in any term. Exeter has two Fellows who teach British history and are often available to teach WIOX 351b, 351c, and 351d.

WIOX 341a History of the British Isles, c.300-1087
WIOX 341b History of the British Isles, 1042-1330
WIOX 341c History of the British Isles, 1330-1550
WIOX 341d History of the British Isles, 1500-1700
WIOX 341e History of the British Isles, 1685-1830
WIOX 341f History of the British Isles, 1815-1924
WIOX 341g History of the British Isles, since 1900

WIOX 342 History: British Economic and Social History, 1700-1870

The transformations of Britain's society and economy during the industrial revolution; the causes and nature of industrialization, urbanization, and economic modernization; the various social dislocations associated with economic change; and the changing economic, administrative, and social discourses which helped reshape Britain's economic relations and social institutions.

Prerequisites: Economics 110 and 120. Lectures: HT. Tutorials: HT.

WIOX 343 History: Europe and Wider World, 1815-1914

This course examines the processes of European expansion including its economic and cultural bases, and the nature and extent of its impact (political, economic, cultural) in the extra-European world. The course is divided into a Section A: General Themes and a Section B: Concentration on two regions (e.g., India and China, India and Africa). This paper complements the more advanced option, Imperialism and Nationalism, 1830-1980. Lectures: MT; Tutorials: MT.

WIOX 344 History: Imperialism and Nationalism, 1830-1980

Analysis of the European and extra-European foundations of empire in the light of existing theories of imperialism and 'orientalism'; study of the overseas expansion of the European powers; theories of collaboration and resistance; the theory and practice of anti-imperial nationalism and decolonization. Students may choose one of the following topics for particular study: a) South Asia; b) Sub-Saharan Africa; c) Britain's settler colonies; d) Maritime South East Asia; e) Themes in the History of Slavery and Abolition. Background material for this course is provided by Europe and the Wider World. Lectures: HT. Tutorials: HT or TT.

WIOX 345 History: Intellect and Culture in Victorian Britain

The ideas and culture of the Victorians with reference to their analytical content and social context. Topics covered range from progress and faith, through natural and social science, to fine art and gender. Lectures: HT. Tutorials: HT or TT.

WIOX 346 History: Nationalism, Politics and Culture in Ireland, c.1870-1921

Events and ideas in Ireland from the Home Rule era to the Anglo-Irish Treaty, stressing themes and nationalist rhetoric as much as the actual events that led to Home Rule. Lectures: MT. Tutorials: HT or TT.

WIOX 347 History: A Comparative History of the First World War, 1914-1920

Comprehensive survey of the events of the First World War which relates the spheres of political, economic, social, and military history in the various combatant nations; battles and strategy; cultural responses to the war; the aftermath of the conflict. Lectures: HT. Tutorials: HT or TT.

WIOX 348 History: The Arab World, 1914-1960

Impact of the First World War on the Ottoman Empire; break-up of the Empire and establishment of new nations and European protectorates; Arab nationalism and the rise of the modern Arab nation state. Tutorials: any term.

WIOX 349 History: India, 1919-1939: Contesting the Nation

The rise of the Indian independence movement; Civil Disobedience; the Congress Party and the career of Mahatma Gandhi. Lectures: MT. Tutorials: any term.

WIOX 350 Mathematics: Abstract Algebra

Algebra is the study of properties and characteristics of sets with one or two operations: groups, rings, and fields; investigation may lead to the insolubility of the classical construction problems or to the rudiments of Galois theory. Counts as Math 312 at Williams. Prerequisites: Math 209, 251, or Stat 201. Lectures: MT (Rings and Arithmetic); HT (Groups in Action, Fields). Tutorials: MT or HT (depending on prior background).

WIOX 351 Mathematics: Topology

Topology is the study of when one geometric object can be continuously deformed and shaped into another object; topics may be drawn from point-set, algebraic, or geometric topology, and from homotopy theory. Counts as Math 324.

Prerequisites: Math 301, 305, or 312. Lectures: HT, plus first 2 weeks of MT (topology of \mathbb{R} , \mathbb{R}^2). Tutorials: HT.

WIOX 352 Mathematics: Probability

Motivated by historical gaming questions, modern probability is concerned with random variables, distribution and expectation, laws of large numbers, and the Central Limit Theorem, with applications from classical and newer fields of study. Counts as Math 341.

Prerequisites: Math 211 or 251. Lectures: HT (part A). Tutorials: HT.

Williams-Exeter Programme at Oxford

WIOX 353 Mathematics: Number Theory

Analytic or algebraic number theory treats the integers and generalizations thereof with explorations of topics such as primes, divisibility, and congruence along with applications. Counts as Math 313.
Prerequisite: Math 211 or 251. Lectures: TT (part A, Maths finals). Tutorials: TT.

WIOX 354 Mathematics: Applied Analysis

The theory of calculus as applied in the calculus of variations to various topics which may include geodesics, harmonic functions, minimal surfaces, optimal economic strategies, and general relativity. Counts as Math 305.
Prerequisites: Math 105 and 211. Lectures: MT (Diff'l Eqns), HT (part A). Tutorials: HT.

WIOX 361 Philosophy: The History of Philosophy from Descartes to Kant

A consideration of the main philosophical ideas of the period, focusing in particular on the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. No prerequisites. Lectures: MT and HT. Tutorials: any term.

WIOX 362 Philosophy: Knowledge and Reality

Knowledge and justification; perception; memory; induction; other minds; a priori knowledge; necessity and possibility; reference; truth; facts and propositions; definition; existence; identity; substances, change, events; properties; causation; space; time; essence; realism and idealism; primary and secondary qualities. No prerequisites. Some background in Philosophy in useful. Lectures: MT and HT. Tutorials: any term.

WIOX 363 Philosophy: Ethics

Ethical concepts (obligation, goodness, virtue); objectivity and the explanation of value beliefs; moral psychology; freedom and responsibility; consequentialism and deontology; self-interest, prudence, and amorality; rights, justice, and equality; Kant; happiness, welfare, and a life worth living. No prerequisites. Lectures: MT and HT. Tutorials: any term.

WIOX 364 Philosophy: Philosophy of Mind

The nature of persons; the relation of mind and body; self-knowledge; knowledge of other persons; consciousness; perception; memory; imagination; thinking; belief; feeling and emotion; desire; action; subconscious and unconscious mental processes.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: MT and HT. Tutorials: any term.

WIOX 365 Philosophy: Philosophy of Science and Social Sciences

A) The nature of theories; scientific observation and method; scientific explanation; the interpretation of laws and probability; rationality and scientific change; major schools of philosophy of science. B) Social meaning; individualism; rationality; rational choice theory; the explanation of social action; prediction and explanation in economics; historical explanation; ideology.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

WIOX 366 Philosophy: Philosophy of Religion

An examination of claims about the existence of God, and God's relation to the world; their meaning, the possibility of their truth, and the kind of justification which can or needs to be provided for them; the philosophical problems raised by the existence of different religions.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: MT. Tutorials: any term.

WIOX 367 Philosophy: Philosophy of Logic and Language

Topics will include meaning, truth, logical form, necessity, entailment, proper and general names, pronouns, definite descriptions, intensional contexts, adjectives and nominalization, adverbs, metaphor, and pragmatics.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

WIOX 368 Philosophy: Theory of Politics

The critical study of political values and of the concepts used in political analysis: the concept of the political; power, authority, and related concepts; the state; law; liberty and rights; justice and equality; public interest and common good; democracy and representation; political obligation and civil disobedience; ideology; liberalism, socialism, and conservatism.

Prerequisites: Philosophy 101 or WIOX 363. Lectures: MT and HT. Tutorials: any term.

WIOX 369 Philosophy: Aesthetics and the Philosophy of Criticism

The nature of aesthetic value; the definition of art; art, society, and morality; metaphor; criticism and interpretation; expression; pictorial representation. Focus on the principal authorities on the subject, including Plato, Aristotle, Hume, Kant.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

WIOX 370 Philosophy: Post-Kantian Philosophy

The main developments of philosophy in Continental Europe after Kant, excluding Marxism and analytical philosophy. Students choose to focus on one or more of the following philosophers: Hegel, Schopenhauer, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: all three terms. Tutorials: any term.

WIOX 371 British Politics and Government in the Twentieth Century

British politics (including major domestic political crises, ideologies and political issues) and the evolution of the British political and constitutional system (including elections and the electoral system, political parties, parliament, the cabinet system, and machinery of government) in the twentieth century. Lectures: all three terms. Tutorials: any term.

WIOX 372 Political Science: Comparative Government

Party and electoral systems; forms of government and the allocation of power between institutions; the political executive; the roles of legislatures; the structure and political power of bureaucracy; public policy-making; judicial review; regime transformation, civil-military relations; democratization. Lectures: MT and HT. Tutorials: any term.

WIOX 373 Political Science: Government and Politics in Western Europe

Comparative focus on governmental structures and political processes in at least three Western European nations, normally France, Germany, and Italy. Lectures: MT. Tutorials: any term.

WIOX 374 Political Science: Russian Government and Politics

The government and politics of the Soviet Union (especially 1953-1991) and of post-Soviet Russia, focusing on the changing relationships between political institutions and on the process of political transformation. Topics include: political leadership; ideology and political culture; the national question and federalism; the relationship between economic and political power. Lectures: HT and TT. Tutorials: HT and TT.

WIOX 375 Political Science: The Political Economy of the European Union

The history and development of the institutions of European integration since the 1950s; the structure and power of the Council, the Commission, and the Parliament; growth and expansion into Eastern Europe; monetary integration and the advent of the Euro; future prospects. Tutorials: any term.

WIOX 376 Political Science: Classical Political Thought

A critical study of the classical political theorists, including Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, and Hume. Lectures: MT and HT. Tutorials: any term.

WIOX 377 Political Science: Foundations of Modern Social and Political Thought

A critical study of modern social and political theorists, including Bentham, Mill, Hegel, Saint-Simon, Tocqueville, Marx, Weber, and Durkheim. Lectures: MT and HT. Tutorials: any term.

WIOX 378 Political Science: International Relations

The principal theories, concepts and institutions of international relations. Topics include: law and norms, order, self-determination, security, war and conflict resolution, foreign-policy analysis, international political economy, regional integration, and international institutions. Lectures: all terms. Tutorials: any term.

WIOX 379 Political Science: International Relations in the Era of the Cold War

The relations among the major powers, 1945-85, including domestic and external factors shaping foreign policy: the origins and course of the Cold War; East-West relations in Europe; the external relations of China and Japan, especially with the USA and USSR; decolonization; conflict in the developing world. Lectures: MT and HT. Tutorials: any term.

WIOX 380 Political Science: Modern British Government and Politics

A study of the structure, powers, and operations of modern British government: the Crown, Ministers, Parliament, elections, parties and pressure groups, the legislative process; Government departments, agencies and regulatory bodies; local authorities; administrative jurisdiction. Lectures: all three terms. Tutorials: any term.

Prerequisite: WIOX 371 or an equivalent course.

WIOX 381 Psychology: Developmental Psychology

Psychological development: the biological and physiological, environmental and hereditary influences which affect development in humans; evidence from comparative studies; development of intelligence and personality; sex differences; developmental aspects of perceptual and cognitive processes.

Prerequisite: Psychology 101. Lectures: MT and TT. Tutorials: TT recommended.

WIOX 382 Psychology: Social Psychology

The biological and cultural background to social behaviour; comparison of animal and human social behaviour; communication and social interaction; behaviour in organizations; social relationships and exchange processes; cognitive social psychology.

Prerequisite: Psychology 101. Lectures: MT. Tutorials: MT recommended.

WIOX 383 Psychology: Individual Differences

Origins and development of differences in human abilities, personalities, and attributes; their analysis, measurement, and understanding.

Prerequisite: Psychology 101. Lectures: MT and HT. Tutorials: HT recommended.

WIOX 384 Psychology: Psychological Disorders

The "abnormal" nature of abnormal behaviour; theories and classifications of abnormal behaviour; causes and treatment.

Prerequisite: Psychology 101. Lectures: HT. Tutorials: HT recommended.

WIOX 390 Specially Arranged Subjects

Specially arranged tutorial courses in some subject areas other than those covered by the WIOX 311-384 courses might also be possible. A WIOX 390 is not simply what would be called an "independent study" course at Williams. Rather, a WIOX 390 is normally a "paper" (course) that is regularly offered at Oxford as either a required or optional part of the degree in various subjects. For a list of all the "papers" that make up the degree requirements in various disciplines, students should consult the *University of Oxford Examination Regulations*, a recent copy of which can be found in the Dean's Office. Important guidelines for how to make sense of this complex and weighty tome (the equivalent of the *Williams College Bulletin*) are available from the Dean's Office and also from the director. Much easier to use are the web sites belonging to the individual departments or "faculties" at Oxford University (e.g., History, Philosophy, etc.); for lists of regular papers, go to the lecture lists or "schemes"

Williams-Exeter Programme at Oxford

on the faculty web pages. It is easier to find tutors for a WIOX 390 in some fields (Classics, English, History, Philosophy, Theology, etc.) than in others (Psychology, the natural sciences, etc) and students should realize that it is not always possible for the Programme to accommodate their requests.

A sample list of Specially Arranged Subjects (WIOX 390) staffed during the past few years is offered below. This list is not comprehensive. Furthermore, students who wish to undertake a WIOX 390 course are encouraged to consult the *Examination Regulations* rather than simply repeat what other students in the past have done.

390 Anthropology: South Asia—Caste and Hinduism
390 Archaeology: The Transformation of the Celtic World, 500 BC-AD 100
390 Art History: Egyptian Art, Architecture and Artefacts
390 Art History: Art Under the Roman Empire, AD 14-337
390 Art History: Anglo-Saxon Archaeology of the Early Christian Period
390 Art History: Greek Art and Architecture
390 Art History: Modern Art
390 Art Studio: Anatomical Drawing
390 Art Studio: Figure Drawing (various levels)
390 Astrophysics: Stellar Structure and Cosmology
390 Biology: Health and Disease
390 Chemistry: Organic Chemistry
390 Chemistry: Physical Chemistry
390 Chemistry: Solid State Chemistry
390 Classics: Cicero and Cataline
390 Classics: Greek Literature of the 5th Century B.C.
390 Classics: Homer, *Odyssey*, in Greek or in Translation
390 Classics: Latin Literature of the First Century BC
390 Classics: New Testament Greek
390 Classics and English: Epic (Homer, Virgil, Milton)
390 Classics and English: Influence of Latin Literature on 20th Century Poetry
390 Classics and English: Pastoral
390 English: Creative Writing
390 German: The German Novel Since 1945
390 History: Modern Jewish History
390 History: The Near East in the Age of Justinian and Muhammad, 527-c.700
390 History: War and Reconstruction: Ideas, Politics and Social Change
390 Jewish Studies: Biblical Hebrew
390 History: War of the Roses
390 Law: Constitutional Law
390 Law: Jurisprudence
390 Philosophy: Frege, Russell, and Wittgenstein
390 Philosophy: Philosophy of Mathematics
390 Physics: Thermodynamics
390 Physics: Quantum Physics
390 Political Science: Questions in Tibetan History, Politics, and Culture
390 Political Science: British Foreign Relations
390 Political Science: Politics of Sub-Saharan Africa
390 Psychology: Brain and Behaviour
390 Psychology: Language and Cognition
390 Psychology: Multisensory Perception
390 Psychology: Psychology of Religion
390 Religion: Selected Topics (Old Testament)—Prophecy
390 Religion: Aquinas
390 Religion: Augustine
390 Religion: Christology from Kant to Troeltsch, 1789-1914
390 Religion: History and Theology of Western Christianity, various periods
390 Religion: Jesus and the Gospels
390 Religion: Religions and Mythologies of the Ancient Near East
390 Religion: The Classic Period of Islam
390 Sociology: Sociology of Industrial Societies
390 Sociology: Sociology of Religion

NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. The Programme normally subsidizes such study.

STUDENT LIFE

By virtue of the fact that, while in Oxford, they are officially Visiting Students at the University—and full members of Exeter College—Williams students are offered every opportunity to become fully integrated into student life in Oxford. Both Exeter College and Oxford University are home to an exceptional variety of sports clubs, debating societies, interest groups, cultural organizations, and social activities, virtually all of which are available to Visiting Student members of the University. Students are encouraged to participate fully in the social life of Exeter College—to dine in Hall as often as they wish, to frequent the College bar, to use the College's athletic

Williams-Exeter Programme at Oxford

facilities, and to become members of the various College clubs and organizations. Furthermore, Williams students also have access to the University's athletic events, concerts, theatrical productions, museums, and libraries. All Williams students in Oxford are provided with membership in the Oxford Union, which, in addition to its debating activities and club rooms, possesses dining facilities and the largest lending library in the University.

At the Ephraim Williams House, all Williams students are housed in capacious double rooms and enjoy full access to the House's library, common rooms, laundry facilities, computer lab, and a large dining room, in which a weekly catered meal is served during the eight weeks of term. There are also a number of small kitchens in the House which students may use. All rooms are fully wired for high-speed internet access and are fully equipped with furnishings, bed linens, and a telephone. The grounds include a courtyard where basketball can be played, sheltered bike racks, barbecue facilities, and gardens. A number of student jobs are available during the academic year for students who wish to earn a little spending money by helping to maintain the facilities and organize Programme activities. Ephraim Williams House is a short bike or bus ride (or a twenty-minute walk) from Exeter College and the center of town, and is within easy walking distance of the University parks and the local shops, restaurants and banks of Summertown. The Programme will partially subsidize student bus passes or bicycle purchase or rental to facilitate travel around Oxford.

Before the academic year begins—at the end of September and in early October—ten days of orientation activities are scheduled. Students are expected to be in residence for all of these many activities, some of which take place in Ephraim Williams House, others at Exeter College. At this time students will become acquainted with the workings of the Programme, of Exeter College, and of the University, and will be familiarized with the rules and regulations they are expected to abide by during their residence in Oxford.

Throughout the academic year, provision will be made for trips to a number of sites of historical, cultural, or political interest. In the past these have included the Cotswolds, Stratford, Stonehenge, Bath, Wells, Warwick Castle, Blenheim Palace, and various sites of interest in London. Students will also be given the opportunity to attend a number of theatrical productions and other cultural events. Oxford's proximity to London gives students ready access to that city's multiple attractions and many resources. The Oxford-London train service is frequent and the journey takes just over an hour. The buses to London run even more regularly (and are cheaper), and the one-way journey takes about ninety minutes.

During the summer before students arrive in Oxford, they will receive a copy of the latest edition of *Ephs Among the Dreaming Spires*, which will further explain the perks, policies, and procedures of the Programme, the rules and regulations they are expected to follow, and tips for how best to enjoy a fulfilling year in and around Oxford.

ILLNESS AND INSURANCE

Students must ensure they are covered either by the Williams College health insurance policy or by some other comprehensive health insurance plan (generally a family health insurance policy). While in Britain, students will be covered by the National Health Service (NHS) for routine visits at the Group Medical Practice used by Exeter College and for emergency hospital treatment. The programme also works with a physician in private practice attached to a local private hospital. +Prescription drugs are available through the NHS for a nominal fee. There are limited outpatient psychological counseling services available through the NHS and the Programme, although, as Visiting Students at the University, Williams students are entitled to make use of the University Counseling Centre. Any extensive or long-term counseling, however, would need to be covered by the student's personal health insurance policy. Finally, students are not likely to be covered under the NHS for medical services received in foreign countries, especially those countries that do not enjoy membership of the European Union.

FEES

The tuition and room fees paid by students on the Williams-Exeter Programme at Oxford are the same as those for a year spent in residence at Williams. Students are responsible for some of their own meals and for all of their personal expenses. They are also responsible for the cost of their air travel to and from Britain, although they may select to take the group flight to London arranged by the Programme at competitive rates. They are provided with three meals a day for the first four or five days in Oxford and with a weekly catered meal in Ephraim Williams House during the eight weeks of term. They may also eat breakfast, lunch, and/or dinner on any day of the week at Exeter. Students will not be charged the full Williams board fee during their year in Oxford, but they will pay a proportion of the board fee to help cover these costs. For planning purposes, students and their parents should expect the cost of a year on the Programme to be roughly the same as a year at Williams. Financial aid eligibility will be figured on the usual basis of tuition, fees, room, board, and personal and book expenses, as if the student were at Williams for the year. Similarly, the normal self-help contribution would be expected. Since the academic year ends later at Oxford than at Williams, the summer earning expectations for students for the following year will be reduced by one half and the difference will be made up by additional Williams aid.

APPLICATION

Admission to the Programme is on a competitive but flexible basis. Students must apply to the Dean's Office by the prescribed deadline (normally early in February) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College's distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, expects all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

Williams-Mystic Maritime Studies Program, Williams in New York

WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM

Director, JAMES T. CARLTON

Faculty: JAMES T. CARLTON (Williams College), LISA GILBERT (Williams College), GLENN S. GORDINIER (University of Connecticut), CATHERINE ROBINSON HALL (Mystic Seaport Museum), RICHARD KING (Mystic Seaport Museum).

The Williams College-Mystic Seaport Maritime Studies Program offers students a unique opportunity to explore the ocean, travel the Atlantic, Pacific, and Gulf coasts, and undertake original research of their own design in the humanities and sciences. Sophomores, juniors, and seniors of all majors welcome. A term at Williams-Mystic includes credit for one semester plus one winter study requirement, as well as intensive writing course credit. Four Williams courses are offered as an integrated, multidisciplinary curriculum in the semester-long program at Mystic Seaport, in Mystic, Connecticut: Maritime History, Literature of the Sea, Marine Policy, and either Marine Ecology or Oceanography (see the Maritime Studies section in this catalog). Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and inter-disciplinary exercises. Students live in historic, cooperative, co-ed houses at Mystic Seaport, the world's largest maritime museum, and have full access to world-class maritime collections, a maritime library, a state-of-the-art Marine Sciences teaching and research center, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tidepools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as celestial navigation, music of the sea, boat building, or small boat handling and sailing. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Interested students should email admissions@williamsmystic.org, call (860-572-5359), visit the website (www.williams.edu/williamsmystic), or obtain a Williams-Mystic catalog from the Dean's office. Applications are on the web and at the Dean's office.

MAST 211(F,S) Oceanographic Processes (Same as Geosciences 210)
(See under Maritime Studies for full description.)

GILBERT

MAST 231T(F,S) Literature of the Sea (Same as English 231T) (W)
(See under Maritime Studies for full description.)

KING

MAST 311(F,S) Marine Ecology (Same as Biology 231)
(See under Maritime Studies for full description.)

CARLTON

MAST 351(F,S) Marine Policy (Same as Environmental Studies 351)
(See under Maritime Studies for full description.)

HALL

MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352) (W)
(See under Maritime Studies for full description.)

GORDINIER

WILLIAMS IN NEW YORK

Director, Professor LIZA JOHNSON

Professors: CHAVOYA, CREWSON, LJOHNSON, MITTELBAACH, SYEED, D. WANG.

Williams in New York is an experiential education program that combines immersion in fieldwork with traditional scholarship and contemplation. It aims to help students develop critical, reflective habits of mind to carry with them into the world of affairs. Moreover, it provides a forum to engage alumni and alumnae in the ongoing intellectual work of the College, a milieu to stoke the unbroken dialogue between generations of Williams men and women.

In both fall 2008 and spring 2009, the program will have eight students. Students live on the fifth floor of the Williams Club at 24 East 39th Street, between Park and Madison avenues. Some seminars will be held at the Graduate Center of the City University of New York at 365 Fifth Avenue, only a few minutes away from the Williams Club. Other classes will be conducted at the Williams Club.

The curriculum for fall 2008 consists of the following four graded courses:

WNY 307T(F) Work/Ethics: Frameworks for Observing People at Work (W)

This tutorial is directly linked to students' field work or independent study project. In semi-weekly papers and meetings with a tutorial partner, students develop a framework for thinking about their observations in their field placements.

Satisfies one semester of the Division II requirement.

L. JOHNSON

WNY 308(F) Explorations in the Urban Outback

Authors Michael Crewson and Margaret Mittelbach will lead students in field research in the city's natural and unnatural history. Fieldwork will include visits to a decommissioned airport, an urban wildlife refuge, the American Museum of Natural History, Freshkills Landfill, Central Park, and other wild places. Special attention will be given to Frederick Law Olmstead's creation of "natural" landscapes in Prospect Park and Central Park. The class will also have discussions with museum curators, pigeon racers, the Jamaica Bay keeper, geologists, biologists, invasive species hunters, artists, and more. Assignments will include field journals and a research-based project.

Satisfies one semester of the Division II requirement.

CREWSON and MITTELBAACH

WNY 309(F) Covering the Other: A Course in Cross-Cultural and Community-based Film

The objective of this course will be to send informed filmmakers into the field to produce short, intimate documentaries about New York City's diverse underrepresented communities. Students will be equipped with not only technical skills, but also with a background in the responsibilities of community-based filmmaking to create films that will contribute to cross-cultural dialogue at large.

In the classroom, students will be introduced to the issues surrounding cross-cultural filmmaking, through discussions on ethics, research, responsibilities to subjects, and representation. Class discussions will be supplemented by films and articles by anthropologists, filmmakers, and film critics. Students will learn practical research and communication skills to negotiate access and build relationships with subjects, through in-class role-playing and discussions with former documentary subjects.

The main focus of the course will be in production of students' films in the field. Students will receive technical training in camera operating, sound recording, lighting, and editing. The class will be divided into small crews, and each crew will be assigned to a specific community (Jackson Heights, Brighton Beach, Washington Heights). Individual crews will be responsible for finding subjects to follow over the course of the 12 weeks, to make a short documentary. Every week screenings of rough footage will provide students the opportunity to discuss and critique their classmates' work. Working cinematographers, editors, and directors will serve as guest speakers to contribute to the discussion of student work. The class will culminate with screenings of the completed films.

Satisfies one semester of the Division I or II requirement.

SYEED

WNY 312(F) Independent Study in Metropolitan Studies

Each student will enroll in a course in New York University's Metropolitan Studies. The coursework will also be supervised by the program director.

Satisfies one semester of the Division I or II requirement depending on course of study.

L. JOHNSON

The curriculum for spring 2009 consists of the following four graded courses:

WNY 307T(S) Work/Ethics: Frameworks for Observing People at Work (W)

This tutorial is directly linked to students' field work or independent study project. In semi-weekly papers and meetings with a tutorial partner, students develop a framework for thinking about their observations in their field placements.

Satisfies one semester of the Division II requirement.

L. JOHNSON

WNY 310(S) Art, Space, and the City

This course will explore the ways artworks and artists engage with urban space in New York City. We will examine the interactions (and tensions) between art and the public realm, considering issues such as public access, public representation, and, importantly, public space in relation to questions of democracy and dialogue. Throughout the semester we will analyze various debates on art and urban space through historical and theoretical writings and consider the issues of urban development (including, gentrification, privatization, and surveillance), cultural diversity, immigration, and globalization. In New York City, site visits will be held at museums, galleries, alternative art spaces, and in artists' studios. Institutions and organizations that support and promote public projects, particularly experimental and/or multimedia approaches, will also be introduced. Weekly writing assignments will be modeled on art reviews; with this goal in mind we will study review formats, styles, and conventions from a variety of publications over the course of the semester. Shorter writing assignments will be developed and expanded into a final paper.

Satisfies one semester of the Division I requirement.

CHAVOYA

WNY 311(S) Imagining New York City

In the past century, more literary, artistic and musical efflorescences have occurred here than in new York than in any other American city, and its artists and writers have produced the most diverse cultural products on the globe. This course will examine particularly noteworthy moments of cultural eruption that have taken place in the city, and we will come to understand why they happened in NYC and not anywhere else. While we will pay close attention to the artistic and formal aspects of these works, we will also see how these cultural products are rooted both in geographical sites (particular neighborhoods, the urban cityscape and its structures-bridges, subways, skyscrapers) and in various communities (artistic, ethnic, underground, rarified, gay, elite), many overlapping. New York, while very real, also exists as a place in the American imaginary. This course will examine writers and artists working both uptown (Harlem), downtown (the Lower East Side, the Village, Chinatown, Wall St.) and Brooklyn. We will look in particular at works which chronicle poverty (Stephen Crane, Jacob Riis) and wealth (Henry James, Edith Wharton), writings about the Brooklyn Bridge (Whitman, Hart Crane), writings by expatriates (Jose Marti, Federico Garcia Lorca), and the work produced by the Harlem Renaissance, the Beats, Black Arts Movement, the New York School of Poets, the Nuyorican Poets Café, and recent avant-garde writers. We will also look at visual art from the Armory Show, Abstract Expressionists, Minimalists, Pop artists, "graffiti artists" and current artists (e.g., graphic novelists such as Adrian Tomine). We will think about the effects of AIDS, immigration, 9/11, money, etc. on the production of cultural artifacts.

Satisfies one semester of the Division I requirement.

D. WANG

WNY 312(S) Independent Study in Metropolitan Studies

Each student will enroll in a course in New York University's Metropolitan Studies. The coursework will also be supervised by the program director.

Satisfies one semester of the Division I or II requirement depending on course of study.

L. JOHNSON

WINTER STUDY PROGRAM

REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2008-2009 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 Wednesday, January 28th. *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.

AFRICANA STUDIES

AFR 25 Youth, Gender and Social Activism in Tanzania (Same as Women's and Gender Studies 24)

This course builds on the foundation of the Winter Study Courses and Group WS99 run in January 2006, 2007 and 2008 in Senegal, Uganda, and Senegal respectively. This year we propose to extend our project to a new country and introduce a new group of students to the work of non-governmental and grassroots health and social organizations in Tanzania, East Africa. We plan to expand this project by not only looking at gender roles and social activism, but also the role of youth organizations and their innovative approaches to the critical issues of contemporary Tanzanian society. As proposed in our previous courses, we seek to engage students in a hands-on learning experience that allows them to understand the importance of gender structures in Tanzania and how they shape vulnerability to HIV, while producing collaborative videos to further engage students with these issues. In Tanzania as elsewhere, local and national groups have sprung up in response to concerns about poverty, unemployment, disease, and other pressing issues. Particularly inspiring are a number of AIDS education and awareness groups that women and youth have started up to halt the spread of the disease in their communities and to offer support to those living with it. Students in this course will have the opportunity to meet and learn from social and health education activists and engage with local Tanzanian youth about their activist efforts.

In addition to gaining an understanding of the breadth, purpose and genesis of social activism in Tanzania, students will learn of the mixed effect of Western commerce and tourism on the country. Non-governmental groups (NGOs), both those run by Tanzanians and those directed by foreigners, grapple with the legacy of British colonial structures and the present-day reality of market capitalism vs. socialist ideals and practices in an impoverished country. These circumstances create a politically complex backdrop against which NGOs struggle to achieve their goals. As such, part of the work of our Williams group will be to understand the challenges and practical impediments these NGOs face against a background of pervasive (and invasive) North-South power dynamics and inequality.

Articulated with this analysis will be a review of gender systems and their interaction with the political economy and HIV. Gender has been widely recognized as a crucial component in the African AIDS pandemic; but it is vital to go beyond generalizations about patriarchal African culture to an understanding of the contestation over gender within a specific locale. Looking at gender, economics, and HIV, will be a perfect opportunity to involve local Williams CDE alums who are employed in a wide array of Tanzanian social and governmental institutions. With the help of Danielle Callaway '08, who will be in Tanzania with the Thomas J. Watson Fellowship, we hope to organize a panel discussion with Tanzanian CDE alumni in Dar es Salaam to allow our Williams delegation to get

Winter Study Program

the “inside scoop” about economics, HIV/AIDS, and gender dynamics in Tanzania.

The winter study will start with pre-orientation meetings in the Fall 2008 providing background readings, Swahili language training, and video editing workshops. Then on January 5th, the first day of winter study, the group will meet at the airport in NYC. After a day of traveling, we will spend 4 days in Arusha, Tanzania, being hosted by UAACC (United African Alliance Community Center, a local NGO), which will provide the students with cultural introductions, basic Swahili classes, and background lectures on the landscape of HIV and grassroots activism in Tanzania. They will also organize homestays with Maasai families, an indigenous and one of the most significant tribal cultures in Africa. Danielle Callaway '08 will meet us at the UAACC and will play an instrumental role in helping to facilitate language classes and lectures on culture and activism in Tanzania.

After 3 days of the Maasai homestay, we will return to the UAACC to process our experiences and to visit other local NGOs in Arusha. After 4 more days in Arusha, we will take a two day trip to Dar es Salaam, the capital of Tanzania, to meet with Williams CDE alumni and visit both NGOs and government organizations in the capital. We will then return to Arusha to work on the group video projects for 6 days. Finally, we will go on a two-day Safari to Ngorongoro Crater, considered to be the 8th Wonder of the World. The last day will be a time for debriefing and group reflection before departing Tanzania on Thursday, January 29th, the last day of winter study.

Course requirements: Students will produce a final video, made with an NGO of their choosing, that addresses the role of gender structures and/or activism among youth in Tanzania. Students will be required to keep a journal of their reflections while in Tanzania, and will take part in a public meeting at Williams to report on and discuss their experience and findings.

The course is open to sophomores, juniors and seniors. Videography and video editing skills are strongly encouraged but not required. In the event of oversubscription, students will be asked to fill out a standard questionnaire to gauge their experience in video editing and their interest in traveling to Tanzania. *Enrollment limit: 10. Not open to first-year students.*

Estimated cost per student: \$3,350.

HONDERICH

AFR 30 Senior Project

To be taken by students registered for Africana Studies 491 who are candidates for honors.

AMERICAN STUDIES

AMST 11 Singing School: Sacred Choral Traditions in the Berkshires and Beyond (Same as English 11 and Music 11)

(See under ENGL 11 for full description.)

AMST 15 Contemporary American Songwriting (Same as Music 17)

This course will focus on learning how to write and perform songs in a contemporary style. Topics addressed will include song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and all officially scheduled events is mandatory. A short writing assignment will be passed in on the last day of class.

No prerequisites. Students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register. (Bernice.Lewis@williams.edu). *Enrollment limit: 15.*

Cost to student: \$75 for books and xeroxing costs.

Meeting time: M,T,W,R,F 10 a.m.-noon.

BERNICE LEWIS (Instructor)

WONG (Sponsor)

Bernice Lewis is an accomplished singer, songwriter, producer and educator. She has been a national touring artist for over twenty years and has performed her original material at the Kerrville Folk Festival, PBS's *Mountain Stage*, and the Kennedy Center in Washington D.C. She lives in Williamstown and has released six recordings of original material.

AMST 30 Senior Honors Project

To be taken by students registered for American Studies 491 or 492.

ANTHROPOLOGY AND SOCIOLOGY

ANSO 10 Meditation-Based Stress Reduction: Adopting a Mindfulness Practice (Same as Religion 10)

This course provides an opportunity to actively participate in your own health and well-being. Students will be introduced to the concept of mindfulness and guided in how to create their own mindfulness practice, one that incorporates meditation and yoga. Mindfulness is a way of relating directly to what is happening in your life, a way of taking charge of your life, a way of doing something for yourself that no one else can do for you-consciously and systematically working with your own stress, pain, illness and the challenges and demands of collegiate life. We will meet twice per week for 3-hour sessions of meditation, yoga, and inquiry into the interplay of mind and body in health and illness, calm and stress. The origin of meditation and yoga in the Hindu and Buddhist faiths will be explored, with specific emphasis on the influence of Buddhist meditation on this secular stress reduction practice.

Students are required to commit to 45 minutes of mindfulness meditation practice on a daily basis. Additional assignments will include weekly reading of texts relevant to the course as well as brief presentations of concepts

Winter Study Program

from these texts. You will be evaluated on these presentations, as well as a final paper. Attendance and participation will also be taken into account.

Please note: After signing up for the course, please send a brief email statement to the instructor at pbohnert@gmail.com, describing your interest and objectives for the course. In the event of over-subscription, these statements will be used in the selection process. All queries about this course should be directed to the instructor, who can be reached at 617-642-5165 or at pbohnert@gmail.com.

No prerequisites. *Enrollment limit: 20.*

Cost to student: \$50 for a yoga mat and two books. Meditation cushions will be provided by the instructor.

PETER BOHNERT (Instructor)

ANTONIA FOIAS (Sponsor)

Peter Bohnert is an ordained lay Zen Buddhist priest and is an assistant teacher at the Zenki Meditation Center of Harvard, MA. Peter is also a software business executive, where he uses stress reduction techniques to maintain a balance between professional success and personal well-being.

ANSO 11 Berkshire Farm Center Internship

A field placement at Berkshire Farm Center and Services for Youth in Canaan, New York. Berkshire Farm Center is a residential treatment facility for troubled, at-risk adolescent boys who have been remanded to the Farm by the Family Court. These youths come primarily from lower socio-economic strata, are very ethnically diverse, and hail from both urban and rural areas throughout New York State. The problems that they bring to Berkshire Farm are multiple. These include: the psychological scars of dysfunctional families, including those of physical, emotional, and sexual abuse; chemical dependency; juvenile delinquency; inability to function in school settings; and various other issues. Residential treatment is a multi-modal approach that includes anger-replacement training, social skills training, and behavioral modification.

Williams students will commute to Berkshire Farm and work under supervision in one of the following areas: school, cottage life, chemical dependency unit, research, recreation, performing arts, or in individual tutoring.

Requirements: students will keep a journal reflecting on their experiences, and a weekly seminar with the instructor will draw on service learning experience. Students will also be required to submit a final 10-page paper at the end of the course.

Prerequisites: YOU MUST HAVE A TELEPHONE INTERVIEW WITH THE INSTRUCTOR who can be reached at 518-781-4567 ext. 121. *Enrollment limit: 15.* Please note: all queries about this course should be directed to the instructor.

Cost to student: none.

Meeting times to be arranged.

DONELLE HAUSER (Instructor)

NOLAN (Sponsor)

Donelle Hauser is Program Coordinator at the Burnham Youth Safe Center at Berkshire Farm Center and Services for Youth.

ANSO 12 Children and the Courts: Internship in the Crisis in Child Abuse

The incidence of reported child abuse and neglect has reached epidemic proportions and shows no signs of decreasing. Preventive and prophylactic social programs, court intervention, and legislative mandates have not successfully addressed this crisis. This course allows students to observe the Massachusetts Department of Social Services attorney in courtroom proceedings related to the care and protection of children. Students will have access to Department records for purposes of analysis and will also work with social workers who will provide a clinical perspective on the legal cases under study. The class will meet regularly to discuss court proceedings, assigned readings, and the students' interactions with local human services agencies. Access to an automobile is desirable but not required; some transportation will be provided as part of the course.

Requirements: full participation, a journal, and a 10-page paper to be submitted at the end of the course.

Enrollment limit: 15. Please note: all queries about this course must be directed to the instructor, Judge Locke (phone messages may be left at 458-4833).

Cost to student: \$25 for books and photocopies.

Meeting times to be arranged.

JUDITH LOCKE (Instructor)

FOIAS (Sponsor)

Judith Locke is Associate Justice of the Juvenile Court, Commonwealth of Massachusetts.

ANSO 13 Epidemiology, Public Health, and Leadership in the Health Professions

Epidemiology, the study of disease and disability in human populations, has been called the basic science of public health and preventive medicine. Epidemiology has made substantial contributions to the advancement of health and improved illness care through a deeper understanding of the natural history of disease, the multiple "causes" of disease, including the role of behavioral factors, and the control of epidemics of both infectious and (later) non-infectious disease. Epidemiological approaches are used constantly to test new medicines and guide prevention and treatment strategies.

Making use of epidemic exercises, selected original papers from the medical and public health literature, and a basic text, this course will begin by examining and reviewing the history, logic, and approaches of epidemiology. We will then turn to a series of seminar discussions of scientific leadership in the health professions.

With the help of guest lecturers/discussion leaders, we will explore aspects of leadership in at least three of the following areas:

- Evaluation of illness care services
- International health, specifically malaria control, drug resistant Tbc, or HIV/AIDS, with special consideration of how best to find the balance between treatment and prevention in high prevalence countries

Winter Study Program

- HIV/AIDS control, with special reference to the "Down low" culture in the US
- Ethics in international experiments in human populations
- Behavioral issues in prevention and treatment, perhaps with focus on obesity.
- Sports injuries, their incidence, prevention and treatment

The course will meet at least 3 times a week, for approximately 6–8 hours each week. There may be evening meetings, depending on the schedules of individual instructors. Active student participation will be required. After individual consultation with the instructor, students will be asked to write a paper on selected aspects of leadership in health or an epidemiologic analysis based on available original literature concerning a topic of personal interest. Grading will depend on participation and the quality of the paper.

Prerequisites: Curiosity, personal interview, and a (no more than one page) essay stating your reasons for interest in the course and what you think you can contribute. *Enrollment limit: 12.*

Cost to students: no more than \$150 for books and reading materials

Meeting time: afternoons, three days per week, for approximately six hours per week. There may be some evening meetings, depending on the schedules of visiting instructors.

NICHOLAS H. WRIGHT '57 (Instructor)

L. PARK (Sponsor)

Dr. Nicholas H. Wright (Williams Class of 1957) is a medical epidemiologist with a longstanding interest in international health issues. He lives in Williamstown.

Nicholas H. Wright '57 MD, MPH., and others.

ANTHROPOLOGY

ANTH 26 Exploring Trade Justice (Same as Economics 26, Environmental Studies 26, Latina/o Studies 26, and Political Science 26)

(See under ECON 26 for full description.)

ANTH 31 Senior Thesis

To be taken by students registered for Anthropology 493–494.

SOCIOLOGY

SOC 11 Wendell Berry and Agrarianism (Same as Environmental Studies 11)

Wendell Berry—Kentucky farmer, poet, novelist, and cultural critic—has for decades been writing about topics that have in recent years become matters of growing public concern. The importance of local economy, the impact of new technologies on community and agriculture, sustainability, environmental stewardship, citizenship, and the value of place are among the themes in Berry's work that will be considered in the course. Students will read both Berry's fiction as well as a variety of his non-fiction essays, which address related subject matters. Among those deeply influenced by Berry's writings are such popular environmentalists as Michael Pollan and Bill McKibben, some of whose work will also be explored in the course. Students will have the opportunity to visit a local Community Supported Agriculture (CSA) farm and will be required to write two short essays.

Evaluation: based on class participation and two short essays.

No prerequisites. *Enrollment limit: 18.*

Cost to student: \$75

Meeting time: mornings, TWF.

NOLAN

SOC 31 Senior Thesis

To be taken by students registered for Sociology 493–494.

ART

ART HISTORY

ARTH 10 From Stage to Screen

This course looks at movies of selected live performances, with particular attention to those which were originally conceived for the stage. How might we understand the differences between them? What if, for example, we have seen the play or performance staged? What if we haven't? We will consider changes in actors, setting, and narrative but one of our primary questions is to ask how memorable performances "haunt" (to use Performance Studies scholar Marvin Carlson's term) the stage and screen treatments that come after them. As a coda, we might consider the current popularity of making Broadway plays based on movies. Clearly, plays and roles are continuously reinvented. Our goal is to understand the different experiences of viewing live performances and those on film. The course includes regular screenings as well as meetings. If possible, we will attend a current production in New York, or more locally, that enables us to focus these questions.

Evaluation will be based on class participation, two one-page papers based on materials assigned in the course, and a 10 page-paper or presentation (with approval of the instructor).

No prerequisites, although introductory level course in Art, Film, or Theater preferred. *Enrollment limit: 10.*

Cost to student: \$150 for trip to New York City and a play.

Meeting time: afternoons, MWR.

OCKMAN

ARTH 11 Photography of the Distant

This course examines the circulation of photographic images of foreign places and people in England and France in the nineteenth century. Students will be introduced to a diverse range of subjects a select number of Western

Winter Study Program

photographers imaged of the Other, including landscapes, views of historic monuments, native types and genre scenes. We will examine the photographer's motives for traveling abroad, his aesthetic treatment of his subject(s), and his methods for presenting work "back home." We will pay particular attention to the physical format in which photographs were presented, as well as the context in which these images were displayed. How did the presentation of a photographic image—whether it was issued as a plate in a subscription album, viewed through lens of a stereoscope, or projected as a magic lantern image—influence the interpretation of the subject? Which publics encountered these images? Students will gain an understanding of how profoundly the camera shaped the nineteenth-century person's view of the world.

This course will meet four times a week. Lectures will address the above, and seek to contextualize photography of the distant within a general history of photography. Portions of each course period will be devoted to a discussion of images and assigned readings. Visits to the Williams College Museum of Art and the Clark Art Institute to study relevant photographs will be an integral part of this course as well.

Evaluation will be based on 10-minute presentation before a photograph in a local art museum; 10-page research paper.

No prerequisites. *Enrollment limit: 12. Preference given to advanced art history majors.*

Cost to student: \$45.

Meeting time: mornings.

ALEXIS GOODIN (Instructor)

FILIPCZAK (Sponsor)

Alexis Goodin (M.A. '98) received her Ph.D. from Brown University in May 2008. Her dissertation considers the representation of ancient Egypt at the Sydenham Crystal Palace.

ARTH 12 Looking at Contemporary Documentary Photography) (Same as English 12 and Special 27)

(See under ENGL 12 for full description.)

ARTH 13 Proving Peiro: Is the Clark Piero Della Francesca the Real McCoy?

One of the most treasured paintings in our Clark Art Institute is the "Madonna and Child with Angels" attributed to the Renaissance artist Piero Della Francesca.

But is it the real McCoy? Is it truly a restored masterpiece—or just a fake remake?

This winter study seminar is offered to a select number of students interested in doing detective work on a famous painting, one that was little known in 1914 when Sterling Clark first purchased it. Because it was in such wretched condition, he got it on the cheap, but then had it expensively restored during the 1950s. Since 1955 it has hung in the Clark Museum. At first, only a few Renaissance art historians were even aware of its existence, and most of these tended to deny it as a true Piero. Only when it was exhibited for the first time abroad in 2004, where it was hung beside several undoubted Pieros was it accepted as genuine.

But doubts still remain, which this seminar may either resolve or sustain.

After three preliminary lectures by the professor, each student will be assigned a special topic directly pertaining to a detail or aspect of the Clark painting that may or may not support its attribution. Students will be expected to do independent research on their chosen topics in the library and archives of the Clark Art Institute and Williamstown Regional Art Conservation Laboratory (WRACL), and meet periodically with the professor in order to fashion written reports which will be orally presented during the final meetings of the seminar. Lastly, we will collectively decide, based on all the presented evidence, whether or not the Clark "Piero" was really a Piero.

Evaluation will be based on a 10-page paper and an oral presentation.

Prerequisites: Arth 101-102. *Enrollment limit: 10. Students will be selected based on an interview.*

Cost to student: none.

Meeting time: mornings.

SAMUEL EDGERTON (Instructor)

HAXTHAUSEN (Sponsor)

Samuel Edgerton is Williams College Amos Lawrence Professor of Art History Emeritus.

ARTH 14 Ramayana: The Great Epic in Indian and Southeast Asian Art

The Ramayana, or "Travels of Rama", is one of the most popular epics of India. It is a heroic tale involving romance, villainy, and warfare on both the human and cosmic or heavenly scales. To know the Ramayana is to grasp the essentials of Hindu religion, culture, and values.

This course will explore the exciting visual and performing arts inspired by the Ramayana in India, where the story originated, as well as the lands of Southeast Asia, where it spread. Arts to be explored will include the great temple sculptures in stone and bronze, large scale and miniature painting, plays, dance and musical drama, batik, puppet shows, even modern day comic books, and film and television productions of the Ramayana. Social and esthetic issues to be considered may include the role played by the arts in society; methods and aims of artistic expression; ideals of beauty and of virtue; social status and gender; the various transformations of the Ramayana in both literature and art in various parts of India and by various levels of society ("folk" art vs. "high" art), as well as the various different cultures in southeast Asia.

This course will consist partly of art history lectures, and partly of studio art practice.

Evaluation will be based on attendance (mandatory), participation in class discussions based on readings, a short presentation (about 2 minutes in length), and the production of painted illustrations to the story. Exhibition of the work on the last day of Winter Study is required. Students will also be asked to explain the part of the story that they illustrated to a group of school children.

Winter Study Program

No prerequisites. No prior artistic training or skill will be required, only enthusiasm and effort. *Enrollment limit:* 12.

Meeting time: twice a week for three hour sessions. Readings will consist of articles in a reading packet, and a paperback retelling of the Ramayana. Maximum estimated time for reading and painting outside of class: 15 hours per week.

GARY SMITH (Instructor)
FILIPCZAK (Sponsor)

Gary Smith is a local painter and art historian with a M.A. degree in the History of Art from the University of California-Berkeley, specializing in the art of India.

ARTH 25 Fashionable London: Clothing and Fetishism from Victorian Street to Westwood Catwalk (Same as History 25, Theatre 26 and Women's and Gender Studies 25)

(See under HIST 25 for full description.)

ARTH 31 Senior Thesis

To be taken by students registered for Arth 493, 494.

ARTH 33 Honors Independent Study

To be taken by candidates for honors by the independent study route.

ART STUDIO

ARTS 10 Chinese Calligraphy: The Art of Beautiful Writing

This course has two components: art history and studio practice, with an emphasis on the latter. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy, one of the highest art forms in China practiced by the literati. Studio practice allows students to apply theories to creating artworks.

Evaluation will be based on weekly assignments, a short quiz, class discussion and attendance, and a final project (artistic or scholarly).

No prerequisites. *Enrollment limit:* 10.

Cost to student: \$120 for writing tools and other materials.

Meeting time: 10-12:50 WR.

JANG

ARTS 11 The Camera Obscura in Visual Art

This will be a collaborative studio-based exploration of the Camera Obscura in concept and practice. The Camera Obscura is a simple and ancient philosophical instrument and precursor to all modern optical theories of vision and representation. We will consider its historical significance, its many applications in high and low culture, and dwell upon its recent appearance across a wide spectrum of contemporary art practices. Students will work together to create a variety of optical constructions, culminating in a large scale group project. Class time will be spent in lecture, visual presentation, discussion and studio work. Time outside of class meetings will be required for studio work, reading, and research. Students will execute a final group installation open to the community.

Evaluation will be based on participation, quality of individual and collaborative work, and final project.

Prerequisites: ArtS 100. *Enrollment limit:* 10. *Preference given to ArtS Majors, sophomores and juniors.*

Cost to student: \$50.

Meeting time: twice a week, 10 a.m.-2 p.m. with an hour lunch break.

ETHAN JACKSON (Instructor)
E. GRUDIN (Sponsor)

Ethan Jackson received his MFA from the University of Colorado at Boulder. He works in installation, optics, and photography.

ARTS 12 Mural (Same as Mathematics 12)

(See under MATH 12 for full description.)

ARTS 13 Entrepreneurship as an Art Form (Same as Economics 13)

In what ways is an entrepreneur like an artist? In what ways is starting a company like bringing an artwork into the world? If, as Heidegger says, a work of art is something new that is brought into the world, and which changes the world to allow for the new thing, then many recent start-up companies could be considered in an artistic context. Some companies are not artworks, of course, and some lone, fantastically creative ideas, are not executable. But on this spectrum from economic realism to what Charles Renee MacKintosh calls the seemingly ephemeral "phantasy or caprice" of a newly introduced idea, there is likely room for a liberal arts approach to creative economics. The course combines case studies of entrepreneurs and visual artists as people, and entrepreneurial stories of companies such as Google and Facebook, alongside lectures in economics and entrepreneurial finance and studio activities, to explore the above questions. Coursework will include weekly research and memos, and a final team presentation of an art project (e.g., a business plan).

Additionally, there will be periodic scheduled film viewings, small group meetings with the instructor regarding final projects, and Wednesday afternoon studio/research time that is encouraged but not required. Participants are asked to keep a sketchbook.

Evaluation will be based on weekly memos, participation and a final group project.

Prerequisites: either introductory drawing or introductory economics. *Enrollment limit:* 20. Preference to seniors, art or economics majors, and to wide disciplinary representation within the course. Students are asked to submit a

Winter Study Program

short description (100 words or less) of their interest.

Cost to student: cost of reading packets plus \$20 for materials.

Meeting time: TWR 10-noon; optional Wednesday studio 1-4 p.m.; some scheduled film and small group meetings outside of class.

AMY WHITAKER '96 (Instructor)

M. LEWIS (Sponsor)

Amy Whitaker has an MBA from Yale and an MFA in painting from the Slade School of Fine Art, London.

ARTS 14 Sketchbooks!

Throughout history, artists have used sketchbooks to work through ideas, reflect on life, observe and study the world around them, and to attempt a better understanding of themselves. In this course we will explore the sketchbook as a tool for gaining insight into our thinking process. We will consider what goes on on the pages of sketchbooks, how and why it gets there, and what it can tell us about the mind of the person who created it. We will talk about mark making and page composition, and explore the effects of different formats and drawing/writing implementations. To supplement our discussions, about half of our time will be spent in the studio, learning and practicing drawing techniques. Each student will keep a sketchbook that will form the basis of class discussions and presentations. We will also visit WCMA and the Clark to take a close look at sketches by some of the great artists. There will be several short sketching and writing assignments, culminating in a final sketchbook presentation accompanied by a short self-analytical essay.

Evaluation will be based on class participation, a sketchbook, oral presentations, and writing assignments totaling 10 pages.

No prerequisites. Beginners as well as more experienced artists are welcome. *Enrollment limit: 12.*

Cost to student: approximately \$45 for materials.

Meeting time: mornings.

EUGENE KORSUNSKIY '08 (Instructor)

E. GRUDIN (Sponsor)

Eugene Korsunskiy is a recent graduate of Williams College who majored in Art History and Practice.

ARTS 15 Large-Format Photography

The course is designed to introduce students to studio/view cameras, to processing the sheet-film negatives made in them and to making contact and projection prints. Studio exercises will include careful analysis of camera movements to teach their use and a consideration of lighting techniques; dark room exercises will include the tray development of sheet film, determination of effective film speed and control of contrast through development time.

The subject matter of the photographs produced in the course will not be prescribed; it is limited only by the participants' imagination and the weather in January. Working with subjects of their own choosing, students will be instructed in the principles of traditional photographic image making by producing large-format negatives and translating them into effective black-and-white prints in 4x5 and 8x10 formats.

Each student will be expected to make exhibition-quality prints, which may be enlargements or contact prints from 4x5 negatives, or contact prints from 8x10 negatives. The prints will be exhibited in a group show at the end of Winter Study.

Evaluation will be based on commitment to the course, participation in discussion sessions and the quality of the prints. Class will meet as a group for a minimum of six hours a week for lectures, demonstrations in the dark room and studio and crits. In addition to this time, students will be expected to spend at least 20 hours a week in the darkroom working individually, under the supervision of the course instructor and the photography technician.

No prerequisites, although some experience with a camera and dark room work would be an advantage. *Enrollment limit: 10. Preference given to seniors and those not able to get into the course in the recent past*

Cost to student: \$175 lab fee to cover the cost of film, paper and chemicals.

Meeting time: class will meet as a group for a minimum of six hours a week for lectures, demonstrations in the dark room and studio and crits. In addition to this time, students will be expected to spend at least 20 hours a week in the darkroom working individually, under the supervision of the instructor and the photography technician.

RALPH LIEBERMAN (Instructor)

LALEIAN (Sponsor)

Ralph Lieberman is an art historian and photographer who lives in Williamstown. He has a Ph.D. from the Institute of Fine Arts. His photographs have appeared in many publications and are to be found in major American and European art historical study collections.

ARTS 16 Glass and Glassblowing (Same as Chemistry 16)

(See under CHEM 16 for full description.)

ARTS 17 Collagraphs and Silk Aquatints

In this course, students will create prints by making collagraphs and silk aquatints, both non-acid approaches. In a collagraph, the surface of the plate is created by adhering assorted materials to a cardboard or aluminum plate to create lines, values, and textures. In a silk aquatint, the image is made by in a reverse method by painting out lighter tones with acrylic painting on a silk covered plate that prints a deep black. The resulting image can be very rich, painterly, and spontaneous. Both kinds of plates will be printed as intaglios—the plates inked, wiped down by hand, and rolled through the press. We will meet twice a week for 3 hour sessions for demonstrations, critiques, and studio time. Students will be expected to put in extra hours during the week to finish assignments. Attendance and one field trip to the Williams College Museum are mandatory.

Evaluation will be based on three assignments (editioned prints).

Prerequisites: ArtS 100. *Enrollment limit: 10.*

Cost to student: \$50 for supplies, plus individual paper costs.

Meeting time: Monday afternoons and Tuesday mornings.

TAKENAGA

Winter Study Program

ARTS 18 Figure Modeling

This course is designed as an introduction to the challenges of working with the figure in a sculptural context. The class will be structured as a working studio with the students sculpting in clay from a live model. The first half of the course will emphasize learning the technical and physiological aspects of the human figure; structure, proportion, gesture, and basic anatomy. The latter half of the course will be concerned with the creative aspects of working with the figure and of developing individual interpretations of the human form. In addition to working studio sessions, there will be two slide lectures on the human form in art. Each student will be evaluated on the success of their sculpture, attendance, participation, and effort. This course requires approximately 15 hours per week of individual investigations into the human form. Prerequisites: ArtS 100. *Enrollment limit: 12.* Cost to student: \$105 lab fee. Meeting time: afternoons.

PODMORE

ARTS 19 Introduction to the Craft and Art of Blacksmithing

Fire, hammer, and anvil—these three simple tools have been used by blacksmiths for over three thousand years to make the ironwork needed to create towns, civilizations, and most recently, art. While the common blacksmithing processes: bending, tapering, and joining steel are very simple, these methods can be combined to create an incredibly diverse range of work—from imposing gates to delicate jewelry. In the first part of the course, the instructors will demonstrate techniques and the students will practice on small projects such as coat hooks, flowerpot hangers, chisels, trivets, iron flowers, bracelets, napkin rings, etc. In the second part of the course, students will design their own instructor-approved projects. Projects could include mailbox brackets, fireplace tools, hammers, cooking utensils, woodworking tools, door hardware, jewelry, sculpture, or whatever the student can dream up! Expect to spend 2 three-hour sessions in class and approximately 20 additional hours per week in the studio. A slide show of traditional and contemporary work will be given to help students understand the history of the craft and to give them ideas for individual projects. Grades will be based on class attendance and completion of assignments.

No prerequisites, although students must be enthused about working with hot iron. *Enrollment limit is 10 with preference given to seniors, studio art majors, and/or those who show the most interest in the class to the instructors (via email) before we select students.*

Cost to students is \$90 for materials.

Meeting times: mornings.

BRIAN HALL and GARY LOHNES (Instructors)
PODMORE (Sponsor)

Brian Hall has been a blacksmith for 18 years. In that time has worked in a wide variety of venues: as a museum interpreter, doing custom commissions, selling at craft shows, and as an instructor. Gary Lohnes is a trained mechanic and machinist and the sculpture technician at Williams College.

ARTS 20 The Digital Darkroom (Same as Geosciences 10)

(See under GEOS 10 for full description.)

ASIAN STUDIES

ASST 13 The Art of War (Same as Political Science 13)

(See under PSCI 13 for full description.)

ASST 31 Senior Thesis

To be taken by all students who are candidates for honors in Asian Studies.

CHINESE

CHIN S.P. Sustaining Program for Chinese 101-102

Students registered for Chinese 101-102 are required to attend and pass the Chinese Sustaining Program. Classes meet Mondays, Tuesdays, and Thursdays from 9:00-9:50.

Prerequisite: Chinese 101. Evaluation will be based on regular attendance and active participation.

Cost to student: one Xerox packet.

LANGUAGE FELLOWS

CHIN 13 Theory and Practice of Chinese Cooking

Much more than in the U.S., in China people are always talking about food; as the Chinese saying has it, *min yi shi wei tian* 'the people consider eating as heaven'. This hands-on course will foster an appreciation of the historical and cultural background of Chinese cooking, as well as the development of practical skills in preparing a variety of Chinese dishes. To the extent possible, we will use locally available ingredients (organic if possible) to cook authentic Chinese food, primarily Chinese home cooking. Since climate has had a huge impact on availability of ingredients, the course includes an introduction to the four primary regions, or schools, of Chinese cooking—Northern, Eastern, Western, and Southern. Guest chefs may be invited to class to introduce a number of regional dishes. While we will cook most dishes together, every student will also have the opportunity to cook independently. Students will be expected to complete assigned readings, view films outside of class and write film reviews, dine at several Chinese restaurants and write food critiques, shop at an Asian supermarket to learn about the various cooking ingredients, and interview chefs.

Evaluation will be based on class participation, two short papers/reviews, a final project involving the creation and cooking of original recipes, and one 10-page paper.

No prerequisites. *Enrollment limit: 8. In case of oversubscription, preference will be given to senior and junior Chinese majors and those who have taken Chinese language at Williams.*

Winter Study Program

Cost to student: approximately \$75 for Xerox packet and materials.

Meeting time: two three-hour sessions per week from 10:00 AM to 1:00 PM. There will also be some *required* afternoon, evening, and weekend activities, so students who expect to have other commitments at those times should not sign up for this course.

JERLING KUBLER (Instructor)
C. KUBLER (Sponsor)

Jerling Kubler has taught Chinese language and culture at various institutions overseas and in the U.S., including Williams College, where she has served previously as adjunct instructor during Winter Studies and also for several years as Visiting Lecturer in Chinese.

CHIN 25 Study Tour to Taiwan

Interested in learning first-hand about Chinese and Taiwanese culture and becoming acquainted with the so-called Taiwan (economic and political) “miracle”? Want to improve your knowledge of Mandarin, the world’s most widely spoken language? Then join us on this 24-day study tour to Taiwan, Republic of China. We’ll spend the first two and a half weeks in Taipei, the capital city, where three hours of Mandarin language classes will be scheduled each morning at the Mandarin Center of National Taiwan Normal University. After class each day, we’ll meet as a group for lunch and discussion. Activities with Taiwanese university students and visits to cultural and economic sites of interest will be scheduled for some afternoons and Saturdays, with other afternoons, evenings, and Sundays free for self-study and individual exploration of the city. During the last week, we’ll conduct a seven-day tour of central and southern Taiwan. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience. Requirements: Satisfactory completion of the language course and active participation in the other scheduled activities.

Prerequisite: One year of Chinese or permission of the instructor. *Enrollment limit: 10. Not open to first-year students. In case of oversubscription, priority will be given to Chinese and Asian Studies majors.*

Cost to student: \$2500 (includes round-trip air fare from New York City, tuition, textbooks, accommodations, weekday lunches, local excursions, and tour of central and southern Taiwan; does not include breakfasts, dinners, and weekend lunches while in Taipei, estimated at \$400, or incidental expenses.) Participants should note that, to enhance learning and to stay within budget, accommodations and most meals will be local student—not foreign tourist—standard.

C. KUBLER

CHIN 31 Senior Thesis

To be taken by all students who are candidates for honors in Chinese.

JAPANESE

JAPN S.P. Sustaining Program for Japanese 101-102

Students registered for Japanese 101-102 are required to attend and pass the Japanese Sustaining Program. Classes meet Mondays, Tuesdays, and Thursdays from 9:00-9:50.

Prerequisite: Japanese 101. Evaluation will be based on regular attendance and active participation.

Cost to student: one Xerox packet.

LANGUAGE FELLOW

JAPN 11 Encountering the Tale of Genji—1000 Years Later

The Tale of Genji by Murasaki Shikibu, a lady who served in the imperial court, is considered by some to be the world’s first novel. Kawabata Yasunari called it “the highest pinnacle of Japanese literature” in his 1968 Nobel acceptance speech. The year 2008 marks the millennium celebration of the novel’s dissemination, as confirmed in a diary entry by the author. Consisting of 54 chapters, The Tale of Genji spans three generations, depicting intricate human relations, psychology, pathos, love, death, and jealousy. It has influenced and bequeathed traces of itself to later genres of Japanese literature, culture, esthetics, and arts. Over a thousand years later and over ten thousand kilometers away, Winter Study provides us a great opportunity to dive into this monumental work. We will explore its relevance to our lives and the scope of its lasting influence, as evidenced by translations into several languages, modern Japanese adaptations, films, anime, comic books, TV programs, and numerous theatre productions, both traditional and modern. Materials and discussions will be in English (unless you choose otherwise via consultation with the instructor). We will meet in the afternoon as a group an average of three times per week, with allowances made for a few meetings to take place outside the regular class hours.

Evaluation for this course is based on a complete reading of the tale, class participation, oral presentations on some chapters, and a final essay, about five pages long, in response to the tale in its entirety.

No prerequisites. *Enrollment limit: 12. If the course is oversubscribed, students will be selected according to seniority.*

Cost to student: \$30 to \$50.

S. KAGAYA

JAPN 12 Kamishibai Workshop

The kamishibai or “paper play” is a traditional street performance art of Japan. It consists of a stack of large paper cards with colorful illustrations which are inserted in a wooden theater box and pulled out one by one as voice performers hidden behind the box tell or “voice act” the story. Kamishibai stories and artwork were influenced by both Kabuki Theater and the silent films of the early 20th century, and in turn have influenced the development of manga and anime. In this kamishibai workshop, students will learn traditional techniques used in the story, art and performance of kamishibai, and will also be encouraged to experiment with innovative techniques. Small groups will collaborate to create original kamishibai, which we will take to schools and libraries in the area to perform. There will be a final performance at the college for the public. Japanese language students will be encouraged to create a Japanese version of their kamishibai, in addition to the English version.

Evaluation will be based on the successful creation and performance of original kamishibai, with attendance, participation and teamwork also taken into account. We will meet three times a week in the morning for two-hour

Winter Study Program

sessions. Following a few introductory exercises and discussions, the course will be workshop-based, and tutorials will be scheduled to discuss each project. Several hours per week outside of class will be required to work on the stories and art and to rehearse the performances.

No prerequisites. *Enrollment limit: 12. In case of oversubscription, preference will be given to Japanese, studio art, theater, and creative writing majors.*

Cost to student: \$30 lab fee.

SUSAN MATSUI (Instructor)
YAMADA (Sponsor)

Susan Matsui '81 is a local author of Japanese children's books, kamishibai, and essays, who has published more than thirty books. She is also a composer, having published many children's songs in Japan.

JAPN 25 Exploring Japanese Culture and Language

If you've never been to Japan but always wanted to go, this is an excellent chance. If you want to explore your identity in a totally different cultural setting, this course is also for you. This course is designed to help students develop some level of self-conscious awareness of the cultural differences, traditions, and customs of the Japanese. A total immersion in Japanese culture and society offers students a first-hand experience of the people and culture. The experiential goals of this course are to: (1) communicate in Japanese with native speakers; (2) participate in various cultural activities; (3) experience Japanese home life; and (4) visit historic sites and deepen students' interest in and knowledge of Japanese history. Students will spend the first three weeks in Kanazawa, which is often called 'small Kyoto' and is located in Ishikawa prefecture. They will study at the Ishikawa Japanese Studies Center, taking Japanese lessons each morning and then gathering for cultural activities in the afternoon. During this period, students will live with Japanese families and will have an overnight trip to the Noto peninsula on the Japanese coast. The course will end with a trip to Kyoto to visit historical sites.

Requirements: satisfactory completion of the language course, active participation in the other scheduled cultural activities, and submission of a journal.

Prerequisite : Japanese 101 or permission of the instructor. *Enrollment limit: 12. Not open to first-year students.* If overenrolled, priority will be given to Japanese and Asian Studies majors. Not open to first-year students. Cost to student: approximately \$3200 (includes round-trip air fare from New York City, tuition, textbooks, accommodations, local excursions, and tour of Noto and Kyoto; does not include lunches during language course [estimated at \$150-200] or lunches and dinners while in Kyoto [estimated at \$100-300], travel insurance, passport fee [if applicable], or incidental expenses.) Participants should note that, to enhance learning and stay within budget, accommodations and most meals will be local student—not foreign tourist—standard.

R. YAMADA and K. YAMAMOTO

JAPN 31 Senior Thesis

To be taken by all students who are candidates for honors in Japanese.

ASTRONOMY

ASTR 12T Exoplanets: Detection and Details

The first planets orbiting stars other than our sun were discovered more than a decade ago via a breakthrough technique and painstaking analysis. We now know of more than 220 *exoplanets*, though none you would enjoy vacationing on. But the hope is that with refinements in methods of exoplanet detection, including proposed space-borne missions like NASA's *SIM PlanetQuest* and the European Space Agency's *GAIA*, we might actually detect another "Earth" in the next decade or two. In this tutorial, students will investigate the principles involved in current and future exoplanet detection techniques, and also study the surprising properties of planets already found, and the implications they carry for the development of life.

Pairs of students will meet twice each week giving alternating presentations, for a total of eight tutorial sessions. It is estimated that research, reading and writing will take students approximately 20 hours each week.

Method of evaluation: tutorial presentations and papers (with a total of 15-20 pages of writing).

Prerequisites: Math 105 or 106, Physics 141 or equivalent. Closed to students who have taken ASTR 102 or ASTR 207T. *Enrollment limit: 6. In the event of oversubscription, preference will be given to students based on a brief statement of interest.*

Cost to student: approximately \$25 for photocopied readings

Meeting time: mornings.

KWITTER

ASTR 31 Senior Research

To be taken by students registered for Astronomy 493, 494.

ASTROPHYSICS

ASPH 31 Senior Research

To be taken by students registered for Astrophysics 493, 494.

BIOLOGY

BIOL 10 Electron Microscopy

Students will undertake an independent project to investigate a topic of their choice using the transmission and scanning electron microscopes. They will do their own sample preparation, operate the two electron microscopes, and take micrographs of relevant structures. Class time will give a brief overview of the theory and operation of the microscopes and microtomes. In addition, students will learn how to develop and print their film from the TEM, and learn how to manipulate the digital images from the SEM in Adobe Photoshop. (Do you want your erythrocytes red or blue?)

Winter Study Program

There will be brief reading assignments, a guest speaker and a 10-page paper with 8 well-focused micrographs required.

No prerequisites. *Enrollment limit: 8.*

Cost to student: \$40 for text and readings.

Meeting time: afternoons. Class will meet for two hours, three times a week, plus scope time.

NANCY PIATCZYC (Instructor)
ZOTTOLI (Sponsor)

Nancy Piatcyc received her B.S. in Biology from Tufts University. She attended the school of Electron Microscopy in Albany, NY. She is a trained electron microscopist who operates and maintains the electron microscope facility at Williams.

BIOL 11 Global Health: Why We Should Care

From the Declaration of Alma-Ata to the Millennium Development Goals, there have been 30 years of good will but limited accomplishment in bringing health to all. Health is an essential human right, but much of the world's poor still do not have access to the most basic public health services. This is best illustrated in Africa where there is the double burden of poverty and communicable disease. The failure to provide equitable global health and the emergence of new infectious diseases with pandemic potential also threaten world security. This winter study will explore what is meant by global health, how health is measured and what are the major diseases that particularly affect the poor. It will take a biomedical approach focusing on communicable diseases, e.g. HIV/AIDS, malaria, tuberculosis, and diseases with pandemic potential, but will also look at maternal and child health. After defining the problems, we will explore potential strategies in achieving global health.

A variety of formats will be used to study global health issues including the current medical literature, popular writings and film documentaries. Students will be expected to read material outside of class so that they will be prepared to discuss the topics, and perhaps give short presentations on a focused area. We will meet three times weekly for two hours each session.

Evaluation will be based on contributions to discussions and a ten-page paper that can: analyze a global health issue, be a document defining a public health intervention, or a short story describing the impact of a disease or condition on an individual, family or community.

No prerequisites. *Enrollment limit: 20.*

Cost to student: approximately \$50-75 book and xeroxes.

Meeting time: mornings.

Dr. DAVID HILL (Instructor)
ZOTTOLI (Sponsor)

Dr. David Hill '73 obtained his MD from the University of Rochester School of Medicine. Following training in infectious disease, Dr. Hill was on the faculty of the University of Connecticut School of Medicine for 20 years. He moved to London in 2003 to direct travel medicine services for the United Kingdom, and has a teaching appointment at the London School of Hygiene and Tropical Medicine.

BIOL 12 Diseases of the Heart: Pathophysiology

Cardiovascular disease remains the major overall cause of mortality in the civilized world. This course is designed to familiarize undergraduates with the anatomy and physiology of the heart and blood vessels, followed by a transition to a discussion of the alterations in structure and function that lead to: coronary artery disease, heart attack, stroke, hypertensive vascular disease, valvular heart disease, congestive heart failure, and cardiomyopathy. Some discussions of diagnosis, treatment, and risk factors for the development of these diseases, are also considered.

Evaluation will be based on a paper or a final quiz.

Prerequisites: secondary or college biology and chemistry. *Enrollment limit: 20. Preference given to upper class students.*

Cost to student: \$42 for text.

Meeting time: mornings.

Dr. SIMON STERTZER (Instructor)
ZOTTOLI (Sponsor)

Dr. Simon H. Stertzer is Professor of Medicine at Stanford University School of Medicine. Dr. Stertzer performed the first coronary angioplasty in the U.S. in 1978, and has been pioneering techniques in cardiovascular medicine for almost 40 years. He has been teaching and practicing interventional cardiology at Stanford full time since 1994.

BIOL 13 Picturebook Illustration

The art for picture books ranges from black and white line art to explosions of color literally lifting off the page. In this course the instructor will demonstrate and show examples of illustrated picture books, including non-fiction and fables. Students will experiment with several illustration techniques including three-dimensional sculpted watercolor art. Each student will create a three dimensional painting of one of Aesop's Fables, incorporating the techniques presented during the course, for display at the end of Winter Study.

The class will meet twice a week in the morning for three hours. There will also be a mandatory field trip to The Eric Carle Museum of Picturebook Art in Amherst, MA.

Students will be evaluated on the basis of class participation and effort. Open to all levels of artistic ability with the understanding that this is a studio art course.

No prerequisites. *Enrollment limit: 12. Seniors and juniors will be given first preference.*

Cost to student: \$75.

Meeting time: mornings.

ROBIN BRICKMAN (Instructor)
ZOTTOLI (Sponsor)

Robin Brickman received her Bachelor's degree in graphic arts and botany from Bennington College. She is an award-winning illustrator known for the unique three-dimensional watercolor art she developed for books and for workshops based on that technique. Her picture book client list includes: Charlesbridge, Simon & Schuster, Harp-

Winter Study Program

er Collins, The Millbrook Press, Rodale Press, and Boyd's Mills Press. Her original art is in public and private collections.

BIOL 14 Gestures of Time: A Visual Exploration

This is an interdisciplinary class that will investigate where Biology and Art intersect in the passage of time. Through on-going detailed observation, drawing, watercolor painting, and digital photography, the class will explore ways of altering time in order to understand and communicate structures of motion in biological processes. We will experiment with drawing and painting botanical and figurative renderings with regards to movement, photographing a time-lapse series, as well as enlisting the Biology department's Motion Xtra high speed video camera to slow down and analyze rapid gestures. The first few classes will emphasize drawing and watercolor technique so that the pencil/paint begins to become a tool rather than an obstacle to capturing impressions. Students will keep an on-going visual and written observations about a chosen botanical form as it grows throughout the month, and produce motion books, botanical illustrations, and digital renderings. Biology Professor Joan Edwards will present her findings on the record-breaking speed of bunchberry dogwood along with her discoveries of the artistic relevance of biological processes in motion. We will also view and discuss relevant artworks (through slides and at local museums) that express chrono-gestural concerns. Readings will be assigned and students will be required to present a topic in conjunction with one or more of their art images. The final project will be a synthesis of what has been observed and internalized. Students will be evaluated based on their final projects, the depth and detail of their renderings and motion books, and their verbal participation in periodic group critiques and discussions.

Evaluation will be based on completed portfolio of work and a final project.

Prerequisites: drawing experience helpful. *Enrollment limit: 10. Preference to upper class students.*

Cost to student: \$75.

Meeting time: mornings.

JULIA MORGAN-LEAMON (Instructor)
J. EDWARDS (Sponsor)

Julia Morgan-Leamon is an interdisciplinary artist and instructor with an MFA in Visual Art.

BIOL 15 From Populations to Species: Understanding the Evolution of Diversity

Evolutionary processes act on populations and have resulted in the present day diversity of life. In this course we will explore how populations change over time and the approaches used by researchers to examine these processes. We will use primary literature and scientific reviews as background information for in-class discussion and assignments. Further, students will analyze real DNA datasets and get hands-on experience using programs for population level genetic analyses. Students will be responsible for completing weekly homework assignments and producing a written research proposal. We will meet three times a week for an hour lecture and then an additional weekly three-hour computer lab.

Evaluation will be based on weekly homework assignments and a final project.

Prerequisites: Biology 101. *Enrollment limit: 20.*

Meeting time: mornings.

CHRISTOPHER HIMES (Instructor)
RAYMOND (Sponsor)

Christopher Himes will receive his Ph.D. from University of Washington in June. He will be a post-doctoral teaching/research fellow in the BigP Program and will be doing research on evolution in the lab of Dr. Jason Wilder.

BIOL 21 Science Beyond Williams

Are you interested in hands-on experience in a science-related field beyond the Purple Valley? Are you curious to explore science in a university or medical school research lab, a government agency, or a not-for-profit organization? This course is designed to help students take part in scientific work or research going on outside of Williams in order to provide them with a broader sense of what it is like to work in a professional scientific setting. Any field of science or technology can be explored via this course.

In consultation with the course instructor, students will use resources such as the Office of Career Counseling, science faculty members, and Williams alumni/ae to locate a mentor in the student's area of interest at a work site in the United States. Once the course instructor approves the arrangement for a mentored, hands-on experience for three weeks of Winter Study, the student will prepare for the internship by reading literature related to the project, and discuss the readings with a faculty sponsor here at Williams in November/December. Once on site, students must remain in contact with their Williams faculty sponsor by having a weekly phone conference. Participating students would not have to be on campus during WSP prior to beginning their fieldwork. Strong interest, enthusiasm and willingness to plan and prepare for the internship are required for this course.

Evaluation will be based on a 10-page paper and post-WSP public presentation to a relevant department or program on the goals and accomplishments of the project.

Prerequisites: two semesters of relevant course work in science and/or mathematics. *Enrollment limit: 10.*

DEWITT and RAYMOND

BIOL 22 Introduction to Biological Research

An experimental research project will be carried out under the supervision of Biology Department faculty. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores. Interested students must submit an application form available on the Biology Department webpage: <http://www.williams.edu/Biology/Research/Winter/022Application/022application.shtml>.

Prerequisites: Biology 101. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: mornings.

DEWITT

Winter Study Program

BIOL 31 Senior Thesis

To be taken by students registered for Biology 493, 494.

CHEMISTRY

CHEM 10 Zymurgy

An introduction to the science, history, and practice of brewing beer. This course aims to supply the general chemical concepts and hands-on technical experience necessary to enable creative brewing and an appreciation of diverse beer styles. Lecture topics include the biochemistry of yeast, sanitary practices, analytical methods, malt types and preparation, extract vs. full-grain brewing, hops, water chemistry, the chemistry of off-flavors, and beer judging. In the lab, students progress from brewing a commercially available extract kit to producing a full-grain brew of their own original recipe. The class will also meet professional brewers and microbiologists during a private tour of a local brewery.

Evaluation is based on class/lab participation, a 10-page paper, and a final presentation.

No prerequisites. *Enrollment limited to 8 students who are at least 21 years in age. Preference is given to students with a strong background/aptitude in the sciences.*

Cost to student: approximately \$200 for supplies and equipment.

Meeting time: mornings; three days a week (longer on lab days) and an all-day field trip.

T. SMITH

CHEM 11 Science for Kids (Same as Special 11)

Are you interested in teaching? Do you enjoy working with kids? Do you like to experiment with new things? Here is a chance for you to do all three! The aim of this Winter Study Project is to design a series of hands-on science workshops for elementary school children and their parents. Working in teams of 2-4, students spend the first two and a half weeks of Winter Study planning the workshops. This involves deciding on a focus for each workshop (based on the interests of the students involved) followed by choosing and designing experiments and presentations that will be suitable for fourth-grade children. On the third weekend of Winter Study (January 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 is based on participation in planning and running the workshops. Each group is expected to prepare a handout with descriptions of the experiments for the kids, parents, and teachers.

No prerequisites. You need not be a science major; all that is needed is enthusiasm. *Enrollment limit: 25.*

Cost to student: none.

Meeting time: mornings. Classes meet three times a week for approximately three hours each session. The workshop is run on the third weekend of Winter Study (January 24, 25) and attendance from 9:00 a.m. to 3:00 p.m. is mandatory that weekend. There are also one or two brief meetings held in the fall term for preliminary planning.

BINGEMANN and KAPLAN

CHEM 12 GET A JOB! Find a Fulfilling Career Path that Fits Your Personality (Same as Psychology 11 and Special 20)

Since we are an industrious, capitalistic society, our wellness and quality of life are linked to job satisfaction and productivity. So, if you want to be happy and healthy and pay your bills, it is valuable to find a fulfilling career that fits your personality. OK...but where do you begin when you're not really sure what you want to do with your life?! Well, in this course you will explore and link your interests, strengths, likes and dislikes to the world of work. Assisted by the Myers-Briggs Type Indicator (a well-recognized, valid and reliable inventory of personality preferences), you will learn how to capitalize on your natural abilities, thrive in a diverse work environment, and find a fulfilling career path. Engaging in fun, experiential group exercises, peer review, readings, and reflective journaling, you will expand your resume, interview skills and communication skills. Then, to cross the bridge into the real world of work, with the generous assistance of the Office of Career Counseling and its many resources, you will also be required to go through the real-time process of narrowing your career search, investigating your fields of interest, connecting with respective alumni, and identifying appealing employment and internship possibilities. What you do next with the hot leads is up to you!

Evaluation will be based on regular attendance, class participation, MBTI completion, assigned readings, peer meetings and reviews, journaling, career-related assignments, OCC appointment, alumni interview, final reflective paper and insightful sharing of knowledge gained.

No prerequisites. *Enrollment limit: 30. Preference to seniors.*

Cost to student: \$100 for books and materials.

Meeting time: afternoons, TR.

RACHELLE SMITH (Instructor)
PEACOCK-LOPEZ

Rachelle Smith, MSW, is a Clinical Social Worker, Consultant and Wellness Educator specializing in Relationships, Wellness, Childbirth, and Integrative Medicine.

CHEM 16 Glass and Glassblowing (Same as ArtS 16)

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the

Winter Study Program

class.

No prerequisites. *Enrollment limit: 10. Preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by e-mail to Professor Thoman.*

Cost to student: \$75 for supplies.

Meeting time: 9:00 a.m. to noon, MTWRF.

THOMAN

CHEM 18 Introduction to Research in Biochemistry

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, and the molecular basis of bacterial gene regulation.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students *must* consult with one or more of the faculty instructors listed below *and* with the Department Chair *before* electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

GEHRING

CHEM 20 Introduction to Research in Inorganic Chemistry

An independent experimental project in inorganic chemistry is carried out in collaboration with a member of the Department with expertise in inorganic chemistry. Opportunities for research in inorganic chemistry at Williams include the study of transition metals as homogeneous catalyst for a variety of chemical transformations, and as building blocks for new materials with interesting electronic (magnetic, conducting) and optical properties. Students working in this area will gain expertise in the synthesis of new compounds and their characterization by modern spectroscopic techniques.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students *must* consult with one or more of the faculty instructors listed below *and* with the Department Chair *before* electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost to student: none.

Meeting time: mornings.

C. GOH

CHEM 23 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. Representative projects include: (a) The synthesis and evaluation of amphiphilic polymers as delivery vehicles. These self-assembled materials are loaded with protein or small molecule drugs for anti-cancer therapies. Depending upon project, students will use techniques in organic synthesis, materials characterization, biochemical assays, and cell culture. (b) Probing new and efficient methods for the creation of molecules of medicinal interest. Some targets include the kavalactones—the active principles of the herbal extract KAVA KAVA, which is promoted as an alternative anti-anxiety remedy, and octalactin A—an interesting 8-membered ring compound isolated from marine microorganisms that has shown significant toxicity toward human cancer cells.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students *must* consult with one or more of the faculty instructors listed below *and* with the Department Chair *before* electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost to student: none.

Meeting time: mornings.

S. GOH, T. SMITH

CHEM 24 Introduction to Research in Physical Chemistry

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and experimental studies of the oxidation of sulfur dioxide on atmospheric aerosols.

A 10-page written report is required.

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students *must* consult with one or more of the faculty instructors listed below *and* with the Department Chair *before* electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost to student: none.

Meeting time: mornings.

PEACOCK-LOPEZ

Winter Study Program

CHEM 31 Senior Research and Thesis

To be taken by students registered for Chemistry 493, 494.

CLASSICS

CLAS 31 Senior Thesis

May be taken by students registered for Classics 493, 494.

COGNITIVE SCIENCE

COGS 31 Senior Thesis

May be taken by students registered for Cognitive Science 494.

COMPARATIVE LITERATURE

COMP 10 The Grand Hotel in Modern Fiction and Film

In this course, we will visit actual hotel spaces in our area, read both contemporary and early twentieth-century hotel fiction, and discuss a broad range of hotel films, from drama to comedy. The grand hotel with its dual promise of luxury and estrangement was considered a theatre of social transformation in the age of travel. We will read novels, short stories, and discuss films that feature the hotel as a space that would either uphold class distinction or give rise to class conflict, allow for sexual taboo breaking, or stage gendered identity performance. Authors and filmmakers in this early period will include Edith Wharton, Thomas Mann, Franz Werfel, Vicki Baum, and F.W. Murnau. We will consider short theoretical readings by Thorstein Veblen, Georg Simmel, Siegfried Kracauer on conspicuous consumption, modernity, and metropolitan spaces. In the present, hotel dramas focus on issues of ethnic violence (*Hotel Rwanda*), the invisible immigrant worker (*Dirty Pretty Things*), cultural alienation (*Lost in Translation*), and the female body at work (*A Single Girl*). Comedies explore the fantasy of a dramatic social climb through identity confusion in a hotel setting (*Maid in Manhattan*); satires highlight the confidence man who profits from social pretensions (from Thomas Mann's trickster and sexual adventurer Felix Krull, to the hilarious high-school dropout/runaway posing as the scion of a wealthy executive in Thomas Brussig's *Wie es leuchtet*). Fantasy writing creates virtual hotel spaces (Robert Coover's *The Grand Hotels of Joseph Cornell*). Theoretical readings focus on private versus public spaces, social distinction, warped space, and shopping for brands by Pierre Bourdieu, Erving Goffmann, Tony Vidler and Sharon Zukin. We will also study characteristics of real-life upscale area hotels like The Equinox, The Porches and The Orchards through site visits. Requirements: active class participation, one oral presentation on an aspect of hotel culture, and one 10- page final paper.

No prerequisites. Enrollment limit: 15. Preference given to Comparative Literature, Literary Studies, and English majors.

Cost to student: \$45 for books and xerox package.

Meeting time: TWR 10 a.m.-noon, plus excursions TBA.

DRUXES

COMP 12 Welcome to the Dollhouse: Playing with Dolls, From Barbie to The Sims (Same as Computer Science 12 and Theatre 12)

(See under THEA 12 for full description.)

COMP 31 Senior Thesis

To be taken by students registered for Comparative Literature 493, 494.

LIT 31 Senior Thesis

To be taken by students registered for Literary Studies 493, 494.

COMPUTER SCIENCE

CSCI 10 Designing and Building a Desktop Computer

This course introduces the study of computer hardware and the methods used to construct a fully working system with an emphasis on the interconnection between the components and the operating system. There will be in-depth study of the purpose of each part and of the different options available when purchasing. Research will include finding suppliers to acquire the parts online and will require deciphering and explaining the jargon used. The students will have the choice of purchasing their own parts and ending up with their own computer which they can take home, or using existing spare parts from the OIT basement to end up with a computer suitable for donation off campus or to use as a campus email station. The class will be in a lab equipped with the hardware, spare parts and tools for assembly. Students will research and discuss Operating System considerations such as networking, firewalls, anti-virus and software productivity packages for Windows, Mac and Linux. A final step will be the installation of an operating system and finding or downloading appropriate drivers for the hardware. Evaluation will be based on research papers, quizzes and the completion of a working system and presentation to the class.

There are no prerequisites as the class is aimed at the hardware novice, although familiarity with a screwdriver is recommended. Enrollment limit: 15. Seniors given preference.

Meeting time: afternoons.

SETH ROGERS (Instructor)
MURTAGH (Sponsor)

Seth Rogers is Director of Desktop Systems at the Office of Information Technology. He oversees the computer hardware and software support for personal computers at Williams.

CSCI 11 Inside Google: The Technology and Its Impact on Our Culture

Over the past ten years Google has emerged as the dominant site for searching the web and finding what you need. Without Google or other similar search engines, the vast stores of data available on the web would be largely

Winter Study Program

inaccessible and useless. The first half of this course provides an overview of the technology that underlies Google's operations (in a manner suitable for a nonmajor), which span the core areas of Computer Science, including databases, distributed systems, artificial intelligence, and others. The second half of the course will examine this technology's impact on our culture and economy. For example, is it ethical for Google to prioritize search results for paying advertisers? What is the impact of storing data gathered from the web forever? The technical topics will include an overview of Google's basic infrastructure and techniques, while the cultural topics will include privacy and censorship, Google in China, and Google's interactions with the U.S. government. Class meetings (2 hours, 3 times per week) will consist primarily of discussions and debates based on reading assignments.

Students will write 2-page summaries of the assigned readings before each class, and will take turns leading discussions. Class attendance and participation will be mandatory to receive a passing grade.

No prerequisites. *Enrollment limit: 20. Preference to computer science majors prioritized by seniority; then non-majors by seniority.*

Cost to student: \$25 for books.

Meeting time: afternoons.

DAVID IRWIN (Instructor)
MURTAGH (Sponsor)

David Irwin is a Postdoctoral Research Fellow in the Computer Science Department at the University of Massachusetts, Amherst, working in conjunction with the Center for Collaborative Adaptive Sensing of the Atmosphere (CASA) on the software architecture for geographically-dispersed sensor networks. He received his B.S. in Mathematics and Computer Science from Vanderbilt University and his M.S. and Ph.D. in Computer Science from Duke University, where his dissertation research focused on novel system structures and policies for sharing networked resources in clusters and data centers.

CSCI 12 Welcome to the Dollhouse: Playing with Dolls, From Barbie to The Sims (Same as Comparative Literature 12 and Theatre 12)

(See under THEA 12 for full description.)

CSCI 31 Senior Honor Thesis

To be taken by students registered for Computer Science 493-494.

CONTRACT MAJOR

CMAJ 31 Senior Thesis

To be taken by students registered for Contract Major 493, 494.

ECONOMICS

ECON 10 Mechanisms of Arbitrage

Arbitrage is a central concept of economics. This course is an introduction to mechanisms in markets which cause arbitrage to occur in various markets, as well as those which limit arbitrage, particularly when a mechanism counteracts others. The emphasis will be on markets in public securities and the firms which may issue them as well as markets which overlap with those in public securities.

Requirements: there will be an average of 100 pages of reading per class provided by the instructor and there will be an expectation of 10-12 pages of papers, typically as 1- to 2-page papers for class.

Enrollment limited: 25.

Meeting time: MR, afternoons.

PAUL ISAAC '72 (Instructor)
S. SHEPPARD (Sponsor)

Paul Isaac, Williams Class of '72 and a former Watson fellow, has 35 years of buy and sell investment industry experience in a broad range of securities and markets. He is currently Chief Investment Officer of an \$8 billion fund of hedge funds as well as an active portfolio manager. He served as Chair of the Security Industry Association's Capital Rules Committee.

ECON 11 Public Speaking

This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use extemporaneous and prepared class presentations as a means of learning this skill, but we will also study the great American speeches and presidential debates of the twentieth century for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own public speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course. Evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations.

No prerequisites. *Enrollment limit: 10. Preference given to juniors and seniors.*

Cost to student: approximately \$25 for materials.

Meeting time: mornings.

SCHMIDT and ZIMMERMAN

ECON 12 Negotiation: Theory and Practice

Life is filled with negotiations. Some opportunities for negotiation are obvious (for example, trying to pay less for a new car), while others are only apparent once you know what to look for. In this course, you will learn how to get more out of life by recognizing opportunities for negotiation and mastering the art of maximizing those opportuni-

Winter Study Program

ties once you've found them. You will learn how to transform your negotiations from haggling over price into open discussions that create value for both parties; when it's wise to make the first offer, and when it's prudent to let the other party state her price; a simple technique to appear open-minded and flexible while increasing your chances of getting what's important to you; and many other strategies that will make you a more successful negotiator in almost any situation. Before each class, you will participate in a group negotiation exercise. You will be evaluated on the results of your out-of-class negotiations (whether you reach an agreement, and how favorable your agreement is to your interests), your participation in class when discussing those negotiations, and a final project.

The final project will be a critical analysis of a real-life negotiation using the principles discussed in class, and will take the form of either a 20-minute class presentation or a paper of approximately 10 pages.

No prerequisites. *Enrollment limit:* 20.

Cost to student: \$65.

Meeting time: afternoons.

LISA FREEMAN and EZRA GOLDSCHLAGER '02 (Instructors)
S. SHEPPARD (Sponsors)

Lisa Freeman is a litigator in the New York office of Simpson Thacher & Bartlett LLP. She is a graduate of Yale Law School and a former lecturer at the University of California, Berkeley.

Ezra Goldschlager, Williams Class of '02, is an entrepreneur with business in educational consulting, online retail, and marketing. He previously worked in the Mergers & Acquisitions group of a multi-national law firm, and traded securities at a hedge fund specializing in emerging markets.

ECON 13 Entrepreneurship as an Art Form (Same as ArtS 13)

(See under ARTS 13 for full description.)

ECON 14 Accounting

The project will examine the theoretical and practical aspects of financial accounting. Although the beginning of the course will explore the mechanics of the information gathering and dissemination process, the course will be oriented mainly towards users, rather than preparers, of accounting information. The project will include discussion of the principles involved in accounting for current assets, plant assets, leases, intangible assets, current liabilities, stockholders' equity, the income statement and the statement of cash flows. Students will be expected to interpret and analyze actual financial statements. The nature of, and career opportunities in, the field of accounting will also be discussed. The project is a "mini course." It will present a substantial body of material and will require a considerable commitment of time by the student, including regular attendance and participation in discussion and homework cases and problems.

The course makes intensive use of web-based resources. The course website will include required readings from various linked web sites, additional downloadable reading material, required homework problems as well as self-study material.

The course grade will be determined on the basis of several quizzes and a written group report presenting an analysis of a company's annual report.

No prerequisites. *Enrollment limit:* 30.

Cost to student: none.

Meeting time: mornings.

LEO MCMENIMEN (Instructor)
S. SHEPPARD (Sponsor)

Leo McMenimen has taught in the Winter Study Program at Williams College since 1980. He recently retired as a professor from the School of Business, Montclair State University.

ECON 15 Stock Market

Elementary description and analysis of the stock market. Emphasis will be on the roles of the market in our economy, including evaluation of business firms and the success of particular capital investments, allocating savings to different types of investment, and providing liquid and marketable financial investments for individual savers.

The course will focus on the description of mechanics of trading on various exchanges and other markets, stock market indexes or "averages" (Dow-Jones, S&P 500, etc.), how to read the financial news, historical rates of return on stocks and portfolios, role of mutual funds, beta coefficients, and "random walk" theory. The course will also involve a brief introduction to financial reports of firms and analysis of financial ratios.

The course makes intensive use of web-based resources. The course website will include required readings from various linked web sites, additional downloadable reading material, required homework problems.

Each student will participate in discussions, do some homework assignments and, as part of a team, give two presentations and write a 10-page report analyzing the wisdom or folly of having chosen a particular investment portfolio. The course grade will be determined on the basis of performance on several quizzes and the written investment portfolio report.

Not intended for students who already know much about the stock market.

No prerequisites. *Enrollment limit:* 30.

Cost to student: none.

Meeting time: afternoons.

LEO MCMENIMEN (Instructor)
S. SHEPPARD (Sponsor)

Leo McMenimen has taught in the Winter Study Program at Williams College since 1980. He recently retired as a professor from the School of Business, Montclair State University.

ECON 17 Understanding Current Economic Issues

The goal of this course is to leave the students with an understanding of how the economy works and how it interacts with financial markets. We will examine some of the critical issues facing the economy today, in light of

Winter Study Program

historical events and the instructor's extensive experience as a Wall Street economist. The class will explore the dynamic relationship between the financial markets and the economy beginning with a real-time forecast of U.S. Gross Domestic Product (GDP).

The course will build upon principles of both macro and microeconomics, but welcomes students from other disciplines. It will provide an introduction to the work done by business economists and will examine topics chosen by the students. We will look at relationships between key economic variables, movements in interest rates, the behavior of the dollar, oil prices and inflation. There will be class discussions of business cycles, credit cycles, long waves and past stock-market bubbles. We will also have several invited guests from the Wall Street investment world speaking on various aspects of the stock market.

The class will meet 3-4 times per week in the morning. Each student should expect to spend a reasonable amount of time on homework, to participate in short presentations as well as in class discussions. There will be a formal presentation to Williams faculty and others during the last week, supported by a short written report designed for today's business audience.

An economic database, chart-generating software and a proprietary, statistical analysis program will be available to each student on the Jesup computers. Use will be made of Excel spreadsheets, charts and PowerPoint.

Requirements: 3- to 5-page paper and presentation.

Prerequisites: Economics 110 or another semester course in Economics is strongly recommended. *Enrollment limit: 15.*

Cost to student: about \$25 for text and other materials.

Meeting time: mornings. Because essential concepts and tools are covered during the first week, all students are required to attend the first class.

THOMAS SYNNOTT '58 (Instructor)

S. SHEPPARD (Sponsor)

Thomas Synnott, Williams Class of '58, is Chief Economist, Emeritus, U.S. Trust Company of New York.

ECON 18 Quantitative Equity Research

This class will introduce students to applied quantitative equity research. We will briefly review the history and approach of academic research in equity pricing via a reading of selected papers. Students will then learn the best software tools and data sources for conducting such research. Students will work as teams to replicate the results of a published academic paper and then extend those results in a non-trivial manner. This course is designed for two types of students: first, those interested in applied economic research, and second, those curious about how that research is used and evaluated by finance professionals.

Evaluation will be based on a final 10-page paper.

No prerequisites. *Enrollment limit: 15. Preference given to seniors.*

Cost to student: \$50 for photocopies.

Meeting time: afternoons.

DAVID KANE '88 (Instructor)

S. SHEPPARD (Sponsor)

David Kane '88 has a Ph.D. in Political Economy and Government and is an Institute Fellow at IQSS at Harvard University. He is CEO of Kane Capital Management and a former member of the Harvard faculty.

ECON 19 The Great Depression: A Storied History (Same as History 15)

(See under HIST 15 for full description.)

ECON 20 Changing the World 101 (Same as Leadership Studies 17 and Political Science 17)

(See under PSCI 17 for full description.)

ECON 25 The Political Economy of Social Cohesion: Lessons from South Africa's Miracle

In many developing countries around the world, political transitions face significant challenges. Elections are sometimes postponed or stolen, or otherwise fail to meet the standard of "fair and free". South Africa's elections since 1994 provide evidence of conditions under which better electoral outcomes can be achieved. While South Africa has many of the fundamental characteristics sometimes associated with lack of political transparency—including mineral wealth and high inequality, elections while fiercely and sometimes closely contested give way to generally smooth political transitions. One hypothesis explaining this is the substantial progress the country has achieved in meeting social and economic objectives, giving an increasing number of South Africans a real stake in the economy while demonstrating the value of a vibrant political system.

When citizens believe all politicians are corrupt, they have no effective stake in the political process. However, when they experience the concrete benefits of political change, they have an incentive to protect democratic processes. This winter study project will explore South Africa's real but mixed progress in achieving socio-economic delivery for the majority of its population. Since the first democratic elections in 1994, the government's social and economic policies have turned around an economy that was in crisis. Development strategy has reduced poverty, but slowly, and enormous backlogs in social delivery of housing, health care and education still exist. South Africa remains one of the most unequal countries in the world, grappling with the costs and benefits of globalization as the government embraces free trade and financial liberalization, yet attempts to implement policies aimed at reducing poverty and improving social equity.

This course will investigate how South Africa's social and economic progress has contributed to political and social cohesion—and supported democratic processes. Through meetings with Parliamentarians and bureaucrats, businesspeople and social activists, teachers and students, labor leaders and health care workers, the participants in this course will learn about the challenges, successes and failures of South Africa's social development strategy and the political implications. The unifying theme of this course explores how democracy legitimizes and protects itself by supporting inclusive economic growth and social progress. The course will analyze how apartheid's legacy has intensified this challenge, but how South Africa's lessons of experience can inform other countries grappling with these political challenges. Using social and economic data, first-hand observation and meetings with key stakeholders, students will acquire skills in evaluating the effectiveness of the government's approach to

Winter Study Program

socio-economic development and good governance.

The course will be co-taught by Professor Michael Samson and Mr. Kenneth Mac Quene, Executive Director of the Economic Policy Research Institute. Before the trip, there will be a pre-travel orientation session which will include an extensive background reading package.

Evaluation will be based on class participation, a 10-page paper and a class presentation.

No prerequisites. *Enrollment limit: 18. Not open to first-year students.*

Estimated Cost to student: \$3,485 (includes airfare, accommodation, meals, and other expenses).

SAMSON

ECON 26 Exploring Trade Justice (Same as Anthropology 26, Environmental Studies 26, Latina/o Studies 26, and Political Science 26)

This course will introduce students to traditional and contemporary theories of international trade, including Free Market and Fair Trade, in the context of coffee, the second largest commodity in the world. Students will read theoretical journalistic accounts of the economic, environmental and social impacts of competing trade models to evaluate how these models bring or inhibit the search for justice in trade. We will visit and study the organization and administration of a fair trade cooperative, Cecocafen, in Nicaragua, and the students will have the opportunity to pick coffee, experience the lives of coffee farmers and their families, and interview farmers as to the impacts of trade alternatives on their lives. Upon returning, students will have the opportunity to create an awareness campaign for local businesses and institutions concerning trade justice.

Requirements: Students will have a choice of a paper, a presentation to a community or other group, or an outline of a program for trade justice activism.

Prerequisites: some coursework in economics, political science and international relations. The course should be limited to seniors and juniors. Up to date passports needed before the course begins. *Enrollment limit: 10. Preference given to seniors, then juniors. Not open to first-year students.*

Cost to student: \$950.

Meeting time: afternoons.

DEAN CYCON '75 (Instructor)
S. SHEPPARD (Sponsor)

Dean Cycon, JD, LL.M '75, founder of Deans Beans, has worked on and off in the area since 1989, and has excellent contacts and associations with the farmers, government administrators, etc. involved with the subject matter of the course.

ECON 51 Tax Policy in Emerging Markets

Governments in developing and transition economies need to raise tax revenue to finance critical public goods, address other market failures and equity issues, and to avoid problems with debt and inflation. Even under ideal conditions, figuring out how to raise taxes in a way that balances efficiency, equity, and administrative feasibility is a hard problem. But taxation is especially challenging in emerging markets, because of the great difficulty involved in taxing much of the economic activity there, serious problems with tax evasion and administration, and the various imperfections in the economic environment in which taxes are collected. Taxes typically consume between a fifth and a third of the proceeds of economic activity in these nations, and they profoundly affect the incentives to undertake all varieties of economic activity. So in terms of economic growth and welfare, the stakes involved in improving tax policy are potentially quite large. This class will build on knowledge developed in basic public economics (Economics 503 or 205) or tax policy (Economics 351) courses to provide a more in-depth investigation of the special problems involved in tax policy in developing and transition economies, and possible approaches to addressing these problems. Examples of specific topics that might be addressed include: how various approaches to the design of taxation affect incentives for both foreign and domestic investment; international aspects of taxation; tax evasion; controlling corruption in the administration of taxation; how various opportunities for tax avoidance and tax shelters affect the optimal design of a tax system; consideration of how the particular conditions in developing and transition economies may affect the optimal structure of the tax system; options for fundamental tax reform; case studies of the experience with tax reforms in various developing and transition economies; tax competition among regions and nations; and the strengths and weaknesses of the empirical evidence that is available on these questions. Class will meet for six hours per week, and students will be expected to read one or two articles on tax policy issues for each class meeting and to be prepared to discuss the articles in class. Students will be evaluated based on short written assignments and a final oral presentation.

Prerequisites: one public economics or tax policy course (Economics 503, 205 or 351), and one empirical methods course (Economics 253, 255, 510, 511, or Statistics 346). *Enrollment limit: 19. This course is intended for CDE students and is open to undergraduates only with permission of instructor.*

Cost to student: approximately \$25 for reading packet.

Meeting time: afternoons.

BAKIJIA

ECON 30 Honors Project

The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester.

Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice.

Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. *They should register for this WSP as their first choice.*

ECON 31 Honors Thesis

To be taken by students participating in year-long thesis research (ECON 493-W31-494).

ENGLISH

ENGL 10 Jane Austen

We will read *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*. We will meet three times a week for two hours at a time.

Students will write papers amounting to ten pages of writing.

Prerequisites: a 100- and a 200-level English course, or permission of instructor. *Enrollment limit: 15.*

SOKOLSKY

ENGL 11 Singing School: Sacred Choral Traditions in the Berkshires and Beyond (Same as American Studies 11 and Music 11)

This performance class will explore the history of popular sacred music in the United States, with a special emphasis on music that might have been sung in New England from the eighteenth to the early twentieth century. We will begin by learning Protestant hymns by early New England "singing masters" (Billings, Ingalls, West); in this first part of the course we will also explore Shaker and gospel/revivalist Protestant music of the early nineteenth century. As we move forward in time our attention will broaden to other religious singing traditions that evolved from these and/or that came into New England with new populations of people: what we pursue will partly depend on the particular interests and expertise of members of the class. Our premise will be that this music is a valuable route to understanding the complex religious and social cultures of New England. Outside of class, students will occasionally be asked to investigate different singing traditions: this might involve reading in music and religious history, as well as exploring old hymnals and listening to archival recordings, in part with an eye to selecting particular pieces for interpretation and performance. Class time will be mainly devoted to singing. The class will culminate with a concert, to be held at a local site where some of these hymns were once sung.

Requirements: Students will be expected to meet 8-9 hours a week (three discussions/rehearsals); during the final week, when preparing for the concert, there may be one or two extra or longer rehearsals. In addition to participating in classes and the performance, students will be expected to work on one or two group projects (e.g., an oral report on some aspect of the reading, the interpretation and teaching of one hymn to the class, or the working-up of a small group choral piece).

Evaluation will be based on participation in discussion, the choral performance, and small group projects.

Prerequisites: Singers, conductors, and instrumentalists are of course very welcome; singers with interest in or knowledge of a particular sacred musical tradition or style are also very welcome; but those without much previous singing experience are very welcome too, since we'll be simulating a congregation. Participants must, however, be willing to shout out! *Enrollment limit: 25.*

SWANN

ENGL 12 Looking at Contemporary Documentary Photography (Same as Arth 12 and Special 27)

This course explores the evolution of modern documentary photography. We will start with Robert Frank's *The Americans*, and how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Bruce Davidson, Lee Friedlander, William Klein, Danny Lyon, Gary Winogrand are some of the photographers whose work we will get to know well. Discussions will include the new wave of independent and Magnum photojournalists (Phillip Jones Griffiths, Josef Koudleka, Susan Meiselas, Gilles Peress, James Nachtwey, Alex Webb, Ron Haviv and Tyler Hicks) and the wars from Vietnam to Bosnia to Iraq they cover as well as the personal visions they explore. Insight into the diverse currents of documentary photography will be covered through the work of Bill Burke, Larry Clark, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, Richard Misrach, Joel Sternfeld, Birney Imes, Regan Louie, Edward Burtynsky, Laura Letinsky and Simon Norfolk.

The class will meet three mornings a week for two hours. Slide presentations will occupy half of the first meetings and give way to discussion of issues in documentary photography. Students will be encouraged to work on individual projects of their own choice. Each student will be required to make a brief presentation to the class on a documentary topic of their choice. A final paper expanding on this documentary topic will be due at the end of the course. Students will be evaluated on their classroom presentation, general participation and their written work. A field trip to New York will let us see first hand works from the collections at the Museum of Modern Art, Whitney Museum of American Art and the International Center of Photography.

No prerequisites. *Enrollment limit: 12. Priority to upper class students.*

Cost to student: \$30 (for NYC fieldtrip personal expenses)

Meeting time: 10 a.m.-noon TWR.

KEVIN BUBRISKI (Instructor)

MURPHY (Sponsor)

Kevin Bubriski has received photography fellowships from the John Simon Guggenheim Foundation and the National Endowment for the Arts. His photographs are in the permanent collections of the Museum of Modern Art and the Metropolitan Museum of Art. His books include *Portrait of Nepal* (Chronicle Books 1993) and *Pilgrimage: Looking at Ground Zero* (powerHouse 2002).

ENGL 13 The Taxonomy of the Undead

This is the age of the zombie movie. The movies, like the dead themselves, have started arriving in packs. It's time we tried to figure out why. Films will include: the Romero quintet, the *Dawn* remake, *The Howling*, *30 Days of Night*, *I Am Legend*, the second *Invasion of the Body Snatchers*, *Fido*, *28 Days Later*.

Requirements: A strong stomach and a keen sense of subtext. *Enrollment limit 15.*

THORNE

ENGL 14 Write Now!

This is a creative writing course in what poet Robert Creeley called the imagination of procedure. Writers have always relied on tricks to get words on the page, disabling those structures of mind and behavior that keep our-

Winter Study Program

selves from ourselves. W. B. Yeats and Gertrude Stein experimented with spirit writing and automatic writing. Dadaists and surrealists invented games and methods that free unconscious expression under pressures of form. In this course we will follow the constrained writing techniques associated with the Oulipo group ("ouvroir de la littérature potentielle" or "workshop of literature-in-the-making"), including lipograms (writing that excludes certain letters) and the "N + 7" method (in which each noun is replaced by that noun appearing seven entries after it in the dictionary). We will take a page from John Cage, using the roll of dice and the I Ching to build chance into the creative process. We will play surrealist games including the exquisite corpse, echo verse, étrécissement (or "cutting away"), dream resumé and time traveler's potlatch. We will read Stein's *Tender Buttons* (1914) and excerpts from *A Vision* (1925) by Yeats and his wife, George; selections from Ludwig Wittgenstein; Raymond Queneau's *Exercices de style* (1947) and *Cent mille milliards de poèmes* (1961); works by Harry Mathews and John Ashbery. Recent works will include Christian Bok, *Eunoia* (2001) and *99 Ways to Tell a Story* (2005), Matt Madden's graphic novel tribute to Raymond Queneau. For all our reading of theories and models, however, this course is above all an occasion to write: often, copiously, joyfully.

Evaluation will be based on 10 pages of polished work gleaned and revised from reams of daily writing.

No prerequisites. *Enrollment limit: 15. Creative writers in all genres welcome; poets privileged in the case of overenrollment.*

Cost to student: none.

Meeting time: TBA.

CLEGHORN

ENGL 15 Metafiction: Reimagining the World

Students will study two or three works from a list including *Beowulf*, *Adventures of Huckleberry Finn*, *Little Women*, *Hamlet*, and *Treasure Island*—side by side with their metafictional offspring: *Grendel*, *Finn*, *March*, *Rosencrantz and Guildenstern are Dead*, and *Silver*. Class discussion—two meetings per week—will be important, as well as short responses to each work and a single larger paper that may be either analytical or creative.

Evaluation will be based on a final 10-page paper.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$50-\$75 in texts.

Meeting time: TBA.

JON CLINCH (Instructor)

MURPHY (Sponsor)

Jon Clinch has taught American Literature, been Creative Director for a Philadelphia ad agency, and run his own agency in the Philadelphia suburbs. *Finn*, his first novel, was named an ALA Notable Book for 2008 and was chosen as one of the year's best novels by the *Washington Post*, the *Chicago Tribune*, the *Christian Science Monitor*.

ENGL 16 Journalism

An introduction to newspaper and magazine journalism. By reporting, writing and editing, students will learn how to gather information and present it for publication. Assignments will include a news story, a feature article, a review and an editorial; class exercises will focus on skills such as copy editing and rewriting. The class will study how different styles of writing serve different needs, and the practical, ethical and legal limits within which journalists work.

Requirements: Each student will submit articles on deadline; read current newspapers and magazines and be prepared to analyze them; and attend all classes.

No prerequisites. *Enrollment limit: 15. Preference will be given to first-year students.*

Cost to student: less than \$40.

Meeting time: mornings.

DUSTY BAHLMAN (Instructor)

MURPHY (Sponsor)

Dusty Bahlman is a freelance writer and a columnist for The Berkshire Eagle. He was a news reporter for 28 years before retiring in 2005.

ENGL 17 After Katrina: Memoir, Film, and Fiction

In 2005 Hurricane Katrina, and its aftermath—the flooding, the federal and state's bureaucratic bungling—led to loss on a grand scale. Out of the ruins there has been an incredible and varied artistic response. Hundreds of memoirs have been published, songs recorded and documentaries filmed. In this course we will explore the nature and effectiveness of the art created in reaction to the wreckage. The first-person "witnessing"—the memoirs, historical documentation, documentaries and journalism—preceded publication of fictional novels and stories. Such a trajectory raises questions about the function of storytelling, the compensations as well as the limitations of narratives that spring up immediately after such a disaster. What are we to make of the evolutionary process of creative responses to tragedy? We will explore the need to tell and the communal solace found in stories.

We will read *I Dead in Attic* by Chris Rose; *Code Blue, A Katrina Physician's Memoir* by Richard Deichmann; *New Orleans Noir*, an anthology of stories written after the storm; and view Spike Lee's documentary, *When the Levees Broke: A Requiem in Four Acts*.

Requirements: participation in class discussion, 1-page informal response paper to the day's reading each class period, one final paper (6-8 pages) that draws from the assigned reading material, reveals a level of insight gained

Winter Study Program

from the reading, the discussions and one's on going conversation with the texts and the questions posed during class.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$55 for books.

Meeting time: mornings.

MARSHA RECKNAGEL (Instructor)
MURPHY (Sponsor)

Marsha Recknagel is the author of the memoir *If Nights Could Talk*. She is writer-in-residence at Rice University.

ENGL 18 The Life and Works of Beaumarchais

Pierre-Augustin Caron de Beaumarchais was a court watchmaker to Louis XV of France, as well as an inventor, court musician, businessman, spy, publisher, fugitive from justice, arms-dealer, and American as well as French revolutionary. But to posterity he is better known as a brilliant and innovative playwright, the author of two dramas and several comedies, most famously "The Barber of Seville" and "The Marriage of Figaro." In both Beaumarchais' life and his works, the cataclysmic events culminating in the French Revolution, as well as the deeper historical shifts of this era, may be seen obliquely reflected. After several classes focussed on historiographic readings to gain an overview of this period — particularly of changing class and gender relations—we will study Beaumarchais' life, through biographies and a film, and his works; we may also look at the operas made from the Figaro plays. All readings in English. Two-hour classes three times a week.

Evaluation will be based on a series of short papers totaling 10-12 pages.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$25-50.

Meeting time: afternoons.

TIFFT

ENGL 25 Shakespeare on the British Stage: Understanding Performance (Same as Theatre 25)

This course will study a selection of Shakespeare's plays in the context of contemporary stage performance, culminating in a 10-day trip to London and Stratford-on-Avon to see as many performances of Shakespeare plays as we can. The on-campus portion of the course will consist of two weeks of VERY INTENSIVE study of the plays to be seen in England—class will meet twice a day, in the morning and again in the afternoon. In the first week, we will discuss the texts and selected criticism of the plays, working toward a broad understanding of major themes, conflicts, and characters. Though the whole class will read and discuss all the plays, each student will focus intensively on one play, and will be responsible for researching and presenting additional materials about it to the class. Students will then be introduced to the basics of a dramaturgical versus a literary approach to interpreting a play, in part through discussion and critique of films and filmed performances of the plays. Each student will then develop their own dramatic interpretation of their play, and choose a key scene to direct as a representative sample of it, to be presented to the class for discussion and critique.

In England, in addition to the plays, we will attend a specially-arranged workshop in the Globe theatre, and other lectures, discussions, or backstage tours with theatre professionals. We anticipate seeing 7-9 different Shakespeare productions, depending on what is available, supplemented by 0-2 plays by predecessors or contemporaries of Shakespeare, for a total of 9 productions. Whenever possible, class discussion of the productions we see will take place directly after the play, so students should not anticipate a lot of opportunities to explore London's night life. Goals of the course:

1. To deepen students' understanding and appreciation of Shakespeare's dramatic works.

2. To give students practical, hands-on understanding of the different priorities and practices involved in literary analysis of a play versus developing an effective stage production, as well as of the ways the two inform and enrich each other.

3. To equip students to perform and articulate sophisticated analysis and critique of theatrical productions.

Requirements: Very active participation in discussion; two class presentations; direction of one scene; two 6-8 page papers due during the on-campus segment of the course, and a 3-4 page theatrical review due after we return from England.

Prerequisites: 100-level English course or equivalent; further background in theater and/or Shakespeare a plus. *Enrollment limit: 15. Not open to first-year students.* Students will be selected based on a written application and interview, academic background, prior theatrical experience, and evidence of strong interest and commitment. English and Theater majors will get strong consideration but will not be guaranteed priority over other qualified applicants.

CASE and MILOS MLADENOVIC

ENGL 29 Peer Writing Tutor Workshop (Same as INTR 29)

The purpose of this course is to train peer writing tutors and assistants to be more effective reviewers and editors of student work. Format: workshop/discussion. Students will read and discuss literature on the teaching of writing; they will also do analytical writing assignments, which they will then bring into the workshop.

Evaluation will be based on analytic writing assignments and course participation. Students who complete this training will be eligible for assignment as Writing Workshop tutors and/or as Writing Assistants for selected Williams classes.

Prerequisites: admission to Williams Writing Peer Tutor Program or Writing Pilot. *Enrollment limit: 15.*

Cost to student: under \$50.

Meeting time: mornings.

Instructor: TBA

ENGL 30 Honors Project: Specialization Route

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

ENGL 31 Honors Project: Thesis

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

Winter Study Program

ENVIRONMENTAL STUDIES

ENVI 10 The Winter Naturalist's Journal

This course will explore the tools for studying the natural world through various uses of writing, literature, and drawing. Students will spend time outdoors learning the ecosystem of the Williamstown area and time indoors doing observational drawing, reflective writing, and reading and discussions of nature literature. The writing component of the journal will be the equivalent of a 10-page paper. The drawing part will consist of ongoing entries contained in a nature journal, to be displayed and discussed as part of the final project. Designed for students with interests in environmental studies, natural history writing, and drawing.

No prerequisites. *Enrollment limit:* 12.

Cost to student: \$20 for books and art supplies.

Meeting time: mornings.

CHRISTIAN MCEWEN and CLARE WALKER LESLIE (Instructors)
GOLLIN (Sponsor)

Christian McEwen is the editor of *Jo's Girls: Tomboy Tales of High Adventure, True Grit & Real Life*, and co-editor of *The Alphabet of the Trees: A Guide to Nature Writing*. She divides her time between teaching in the USA and Scotland. Clare Walker Leslie has taught this Winter Term Course since 1993. She is the author/illustrator of 8 books on drawing and observing nature, including: *Nature Drawing: A Tool For Learning and Keeping A Naturalist's Journal*. Clare is a nationally recognized educator, author, artist, and naturalist living in Cambridge, MA and Granville, VT.

ENVI 11 Wendell Berry and Agrarianism (Same as Sociology 11)

(See under SOC 11 for full description.)

ENVI 12 Landscape Photography (Same as Geosciences 12)

(See under GEOS 12 for full description.)

ENVI 13 United States Environmental Law: Its Historic Roots, Its Uncertain Future (Same as Legal Studies 13)

(See under LGST 13 for full description.)

ENVI 14 Green Design Workshop and LEED Certification Course

This course is a workshop in sustainable building design as well as a LEED (Leadership in Energy and Environmental Design) certification course. It is being offered in conjunction with the Thoreau Fellows program, a project funded by the Thoreau Foundation and co-directed by Stephanie Boyd of the Zilkha Center and Sarah Gardner of the Center for Environmental Studies. There will be 10 Thoreau Fellows participating in a green design symposium in fall 2008. These students will be encouraged but not required to take this course. The course is intended to introduce students to the basics of green design and will include a day-long workshop led by official LEED instructors. The other classes will include guest experts and will expand upon particular aspects of green design to give students a solid understanding of the subject that goes beyond the LEED textbook. There will also be two day-long field trips to tour green buildings. At the end of the course there will be a trip to Albany, to the LEED testing center where students will take the test. We expect many students to pass the test but passing is not required to get a passing grade in the class.

Evaluation will be based on active participation in class, field trips, and completing the LEED certification exam.

Passing the exam is not required, since many do not pass the first time.

No prerequisites. *Enrollment limit:* 10. *Priority to Thoreau Fellows and Environmental Studies concentrators.*

Cost to student: none.

Meeting time: mornings; 4 full days.

STEPHANIE BOYD (Instructor)
D. GOLLIN (Sponsor)

Stephanie Boyd is a LEED Accredited Professional and a Civil Engineer, MBA.

ENVI 15 Get Focused and Step It Up—Climate Change Activism

Students will learn about and participate in grassroots activism addressing global climate change. We will read in-depth about the range of grassroots efforts with an emphasis on looking at community-based initiatives, political action, and the use of the internet as a tool for promoting engagement around climate change. Grassroots organizing and activism have been critical in the U.S. given the lack of governmental leadership on this issue to date. Students will be asked to think critically about which grassroots organizing efforts are most effective, and engage intensively in an activism project. Students may work individually or in groups. Examples of a final project include staging a rally or educational event, creating a public service announcement, video, or public information campaign, or conducting a research project (e.g. an observational study, survey or questionnaire) and using it as the basis for an educational project such as a brochure or website. Class will meet twice a week for three hours. Some course time will be spent on project work. Field trips, speakers, and videos will inform class discussions.

Evaluation will be based on a climate change activism project.

No prerequisites. *Enrollment limit:* 30.

Cost to student: \$50.

Meeting time: TBA.

WENDY PENNER (Instructor)
D. GOLLIN (Sponsor)

Wendy Penner is a Ph.D. organizational psychologist and a climate change activist. She is interested in how problem framing, group and organizational dynamics, and evaluation methodologies contribute to our ability to address climate change.

Winter Study Program

ENVI 16 Problems with Plastics

In this course, we will explore the life cycle of plastics, particularly plastic in the food chain, from the perspectives of both public health and ecotoxicology. Our focus will be on endocrine disruption, the emerging toxicological paradigm of low-dose interactions between our hormones and environmental exposures. We will explore potential solutions, such as green chemistry, cradle-to-cradle manufacturing and the precautionary principle. Course requirements include readings (which will be sent electronically), active participation in class discussions, weekly hands-on activities (such as a waste audit), and one outside research project (which can be theoretical or applied). No prerequisites. One goal of this course is to facilitate communication of complex scientific ideas across disciplines without sacrificing precision. *Enrollment limit: 25.*

Cost to student: none.

Meeting time: afternoons, MTWR 1-3 p.m.

TAMARA ADKINS (Instructor)
D. GOLLIN (Sponsor)

Tamara Adkins, MPH, is a researcher with Environmental Health Sciences and a Ph.D. candidate in environmental studies at Antioch University.

ENVI 17 The Changing Forest

This field-oriented course explores (first hand and through readings and discussions) the history, ecology and environmental stresses that affect New England's most abundant natural resource: the forest. An historical approach to the region's forest communities will be taken: we will investigate how humans and the physical environment have interacted to influence the composition and structure of forests across the New England landscape through time; we will assess the current condition of the forest and consider what the forests of tomorrow may resemble given current environmental trends. Specific topics will include structure, composition and dynamics of forest communities, tree and shrub identification, adaptations, wildlife, threats to the forest, management and conservation issues. There will be three to four meetings per week, at least two of which will be outdoors (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 visit to a more distant forest region. Accordingly, students should be prepared to spend many hours in the outdoors coping with the elements.

Prerequisites: ability and willingness to hike 5 miles over rugged terrain in mid-winter conditions; a healthy interest in natural history and the outdoors.

Evaluation: a paper, technical report or comparable creative work on a topic relevant to the course.

No prerequisites. *Enrollment limit: 10. Preference will be given to seniors.*

Cost to student: approximately \$125 (covers field trips, equipment, readings).

Meeting time: TBA.

DREW JONES (Instructor)
D. GOLLIN (Sponsor)

Drew Jones, Manager of the Hopkins Memorial Forest since 1999, has a Master of Forestry degree from Duke University. He has worked as a naturalist and conservationist from the Southern Appalachians to the North Woods.

ENVI 25 Sustainable Eleuthera: Energy, Environment and Economic Development

Eleuthera is an undeveloped and economically depressed island that is largely ignored by the national government because of its lack of tourism and banking, which are the principle sources of revenue for the Bahamas. There is little industry, a high unemployment rate (there is no official statistic but many claim that it exceeds 50%), and much of the population receives public assistance. The island's advantages are its undeveloped beauty, remoteness, and friendliness. The landscape is clear blue waters, miles of pristine deserted beaches, and huge tracts of coppice (forest land). There is virtually no crime and people wave at everyone as they pass on the road. Despite the poor economy, Eleutherans are not as a group discontent and they love their island. (The national government ensures that everyone has a decent standard of living.) But Eleuthera is poised on the brink of becoming a major tourist destination: the Florida real estate industry has turned its attention to the island and calls it "the new Florida." U.S. corporations are buying up land and planning mega-golf and marina resorts. Many island residents, academics, environmentalists and public officials feel under threat: they fear the onslaught of American tourism and anticipate the attendant environmental and cultural destruction. The goal of this class, and of the Cape Eleuthera Institute (CEI) with which the class is affiliated, is to develop and promote a model for tourism that provides maximum benefit to the residents and which is environmentally sound, culturally appropriate, and economically viable. This is an experiential course in which students will learn the principles of sustainable development, will learn about the ecology, economics, politics and culture of the island, and will work on a group project that develops models for environmentally sound and culturally appropriate forms of economic development. Students will learn about renewable energy and sustainable resource management (e.g. marine resources, agriculture, waste, water resources) from the experts at the Cape Eleuthera Institute (CEI). They will also learn about the history, economics and politics of the island in addition to going on several field trips to become familiar with the island, and they will conduct primary research and collect qualitative and quantitative data through interviews. The class project will focus on developing guidelines for environmentally sustainable economic development for the island. Our research project is part of a larger initiative of the CEI, Freedom 2030, which CEI has spearheaded, in conjunction with the Bahamas National Government. The goal of the project is for Eleuthera to become energy independent, with 100% of the energy generated from local clean renewable sources, by 2030. Our piece of the Freedom 2030 initiative focuses on developing a model for low-impact, economically viable tourism (e.g.: sustainable tourism or ecotourism). In addition to learning about these subjects outlined above, students will learn survey research techniques: how to develop a research plan, design a survey, conduct an interview, and tabulate, organize and analyze data. Prior to the trip, students are required to read "A Small Place," Jamaica Kincaid's first-hand account of an Antigua's experience of American tourism. On the island, students will be assigned some articles on theories of tourism, such as "self destruct tourism" and "tourism as neo-colonialism." Students will also conduct their own research on the socioeconomics and politics of the island during and after the trip for their contribution to the group

Winter Study Program

report, which will be submitted to the CEL.
Students will be evaluated on their class work, independent projects, and participation in all activities on Eleuthera. They will also prepare and present a group presentation to the Williams community scheduled for February 2009.
Enrollment limit: 10. Not open to first-year students.
Cost to student: approximately \$2700.

SARAH GARDNER (Instructor)
D. GOLLIN (Sponsor)

Sarah Gardner is Associate Director of the Center for Environmental Studies and Lecturer in Environmental Studies.

ENVI 26 Exploring Trade Justice (Same as Anthropology 26, Economics 26, Latina/o Studies 26, and Political Science 26)

(See under ECON 26 for full description.)

ENVI 31 Senior Research and Thesis

To be taken by students registered for Environmental Studies 493-494.

GEOSCIENCES

GEOS 10 The Digital Darkroom (Same as ArtS 20)

The camera is an imperfect tool. Film and digital sensors record only a fraction of the range of tones and colours the human eye can perceive, and today's monitors and printers can display only a small portion of the information present in a well-exposed photograph. Digital processing is about optimizing the basic image for electronic display or print.

The digital darkroom allows the photographer complete control over his or her images. This course will demystify its principles and practices by teaching the basics of digital image manipulation and optimization.

Students will learn what makes a digital image, and how the tools they use affect the image data itself. They will learn about digital file formats and how to use their camera's histogram to ensure that they capture the maximum amount of information from the scene in their viewfinder. They will also learn how to scan 35 mm slides and negatives for digital post-processing.

Using Photoshop, students will learn how to bring out the best in their images. This can range from simple tone and colour adjustments to complex layering and masking to bring out hidden detail or to maximize the aesthetic nature of the print. They will learn how to remove dust and blemishes from their images. The basics of digital printing and colour management will also be taught.

The students will produce a series of image pairs-processed images and their raw photo counterparts-which will be mounted on a class web page. Each student will keep a journal recording the processes they applied and the results achieved.

Evaluation will be based on attendance, participation and journal quality and completeness.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$30 for books. A digital camera (with RAW capture mode) is suggested, but students may use a 35-mm film camera, and bring prints or negatives for digital processing, if they do not have a digital camera.

Meeting time: mornings for two hours, four times a week

PETER COX (Instructor)
COX (Sponsor)

Peter Cox is a professional landscape photographer in Ireland. He makes fine art prints from digital images, and runs regular workshops on digital photography.

GEOS 12 Landscape Photography (Same as Environmental Studies 12)

This class will broaden students' appreciation for the appearance and history of the landscape and teach the skills of making a successful photograph.

Williamstown, situated in a valley between the Green and Taconic Mountains and bisected by the Green and Hoosic Rivers, is a place of great natural beauty. The local landscape is a subject that inspires both professional and amateur photographers alike. While Williamstown will be the subject of most of our work, we will use it to learn principles of universal application. Students will discover the importance of light in making a photograph. They will also learn camera skills and the mechanics of photography to make slides, which will be reviewed at biweekly class meetings.

In addition to photographing and critiquing slides, the class will visit collections at the Clark Art Institute and WCMA to see original work and examine and discuss books on reserve at Sawyer Library. An overview of the history of landscape photography will be provided with an emphasis on American workers such as Carlton Watkins, William Henry Jackson, Edward Weston, Ansel Adams, and Alvin Langdon Coburn. We will also demonstrate examples of different cameras such as medium format, view cameras, and panorama cameras.

Students will produce a body of successful photographs/slides, which will be presented in a class web page.

Evaluation will be based on attendance, the student's photography and their presentation.

No prerequisites. *Enrollment limit: 15. Priority given to first and second-year students.*

Students will need a 35mm camera.

Cost to student: approximately \$60 for film and materials.

Meeting time: three mornings a week for the first two weeks and twice a week after that; short field trips will supplement the morning meetings.

NICHOLAS WHITMAN (Instructor)
DETHIER (Sponsor)

Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford Whaling Museum. A 1977 graduate of the Rochester Institute of Technology, he has honed his craft to make landscape and photographs of power and depth.

Winter Study Program

GEOS 31 Senior Thesis

To be taken by students registered for Geology 493-494.

GERMAN

GERM S.P. Sustaining Program for German 101-102

Something new and different for students enrolled in German 101-102. Practice in the use of German for everyday purposes; creation and performance of short dramatic sketches through group collaboration; games; songs; story-telling; reading. No homework.

Requirements: active participation and regular attendance earn a "Pass" grade.

Prerequisites: German 101 or equivalent. Limited to German 101-102 students.

Cost to student: approximately \$5 for photocopied materials.

Meeting time: mornings, three times a week 9-9:50 a.m.

PUNTIGAM, WESS

GERM 30 Honors Project

To be taken by honors candidates following other than the normal thesis route.

GERM 31 Senior Thesis

To be taken by students registered for German 493-494.

HISTORY

HIST 10 The Justice of Violence

The Nuremberg trial of the major Nazi war criminals established a legal framework for adjudicating extraordinary acts of violence in the post-World War II world. Indeed, the international court established at Nuremberg and the adoption of the United Nations Genocide Convention and the Universal Declaration of Human Rights in 1948 signified the extent to which the victorious Allied powers sought to avoid repeating the flagrant missteps they had taken in the wake of World War I. Their abysmal failure to devise an effective legal framework in response to the atrocities committed during World War I and in its wake contributed to the violence, in general, and to the spate of political assassinations, in particular, which were among the hallmarks of European interwar political culture. We will read historical, legal, and philosophical scholarship in an effort to understand the history of politico-legal responses to genocide and mass atrocity—and the notions of violence and justice that underpinned them—in the years leading up to Nuremberg and the creation of the UN.

Evaluation will be based on attendance, active class participation based on the assigned reading, and a 10-page paper to be submitted at the end of the course.

No prerequisites. *Enrollment limit: 20.*

Cost to student: \$50 for books and photocopies.

Meeting time: mornings; 2-3 sessions per week.

GARBARINI

HIST 12 Reading Childhood

What books did you love when you were a kid? What books did you read over and over? Were there book characters you knew as well as real people? As adults, how does the literature we read as kids continue to influence us emotionally and intellectually? How significant a part of childhood is reading? In this class, we will re-visit the books we loved as children with children. Each college student will work with an elementary school student. Together you will both read each other's favorite books and talk and write about them—and maybe do some illustrations as well. As a class we will discuss readings on memory and the history of childhood, but your primary work will be the literature you read with your school age reading partner.

Evaluation will be based on attendance at class sessions and meetings with your school-age reading partner, a book list of recommended books drawn up by you and your school-age reading partner, book reviews co-authored by you and your school-age reading partner, and two short papers.

No prerequisites. *Enrollment limit: 30.*

Cost to student: none.

Meeting time: 1-2 formal class meetings per week, along with shorter meetings with reading partner, to occur during the regular hours of the elementary school day.

LONG

HIST 13 The Historian as Detective

This course will bring students into close physical and intellectual contact with the papers of notable nineteenth-century Americans: presidents, literary figures, and leading social reformers. Students will have a rare opportunity to work with original manuscripts of people like Governor Thomas Hutchinson, Thomas Jefferson, John Quincy Adams, Abraham Lincoln, Theodore Roosevelt, William Cullen Bryant, John Brown, and Dorothea Dix, to cite a few representative examples. All documents are part of the Chapin Library's manuscript holdings, and all work for this course will be done in Williamstown. Research into any historical topic requires some knowledge of what historical editors do and frequently calls for editing on the part of the researcher. It is detective work that begins with the simple existence of a document but then turns it over, analyzes it, relates it, evaluates it, and finally draws conclusions. In this course students will learn to transcribe a document accurately and to make sense of it as well. In the first week daily classes will introduce past and present editorial practices and rationales and allow work on more easily read Presidential letters. In sessions during each of the second and third weeks, additional points of historical editing will be discussed, while work is done on somewhat more challenging letters in the William Cullen Bryant papers and the "reformer files" of the Julia Ward and Samuel Gridley Howe papers. Class sessions will be held at the end of the fourth week in which students will present and discuss an important historical or literary document or letter series each has earlier selected for editing.

Winter Study Program

Requirements: students will be expected to attend all class meetings and present a medium-length paper on the document or letter series each student selects as his or her special editing project. The instructors also expect everyone who registers for this course to commit themselves to the hard work and high research standards required in serious historical editing.

No prerequisites. *Enrollment limit:* 8.

Cost to student: less than \$50 for books and photocopied materials.

Meeting time: every morning for the first five days, and thereafter every other morning; the final day we will meet both morning and afternoon for a total of five hours for a unified presentation of student-edited manuscripts. (Classes and daily afternoon consultation time with the original documents and discussions with Mr. Volz and Prof. Dew will be held in the temporary quarters of the Chapin Library at the Southworth Schoolhouse, 96 School Street, conveniently located just down a block from Dodd House).

CHARLES DEW and ROBERT VOLZ (Instructors)

HIST 15 The Great Depression: A Storied History (Same as Economics 19)

This course will deal with selected events of the late 1920s and 1930s from both an historical and a personal perspective. Through a blend of books, films, recordings, and anecdotal material—including oral histories of both the lecturer and others—the course will seek to penetrate the mindset of those who lived through this terrifying and bewildering but formative period in our history. For example, our examination of how a besieged Herbert Hoover sought unsuccessfully to cope with the disastrous economic downturn will also consider the resultant cultural phenomenon that developed along the rails in this country as vividly described by participants such as Eric Severeid. Consideration of the explosion of acronyms that accompanied the Roosevelt Administration will focus not only on the lifting of the nation's spirit, if not its economy, but on how tectonic shifts in the banking system effected a middle-class family flirting with financial ruin. The successes and failures of FDR Administration programs will be viewed not only as Washington envisioned them, but from the perspective of a child growing up with a classmate of WPA parents and of an actor in a freezing WPA Federal Theatre Project in a converted garage near the shores of Lake Erie in the dead of winter.

Requirements: students will be expected to read substantial portions of *The Great Depression* by Robert Mc Elvaine and *Freedom From Fear* by David Kennedy, to focus in depth on at least one of the subjects covered, and will be encouraged to seek out and share oral histories from persons who lived through the Depression.

Evaluation will be based on class participation and one 10-page paper.

No prerequisites. *Enrollment limit:* 20.

Cost to student: \$35-\$50 for books and other readings.

Meeting time: mornings.

DAVID AUERBACH (Instructor)
WATERS (Sponsor)

David L. Auerbach, a practicing attorney in New York City and a graduate of Harvard and Harvard Law School, has given three courses in American History at the Osher Institute of Lifetime Learning (OLLI), one of which, "The Great Depression: A Storied History," was the first course chosen by OLLI to be shown on public television in the Berkshires. Mr. Auerbach frequently presents lectures to the American History study group at the Harvard Club of New York City.

HIST 17 The Fight for Free Speech in America

There is nothing free about free speech. Although the First Amendment to the Constitution guarantees freedom of speech and freedom of the press, these rights exist only to the extent that people are willing to fight for them. The war on terrorism and the USA Patriot Act pose the greatest threat to free speech since the Red Scare of the 1950s. But the censors are active in many other areas of American life: they challenge books in the public schools and seek to restrict the content of radio, television and the Internet. This course will examine how free speech has grown over the last century as well as the battles that are being fought today.

Requirements: regular attendance, class participation and a 10-12 page paper.

No prerequisites. *Enrollment limit:* 20.

Cost to student: \$50 for books and duplicating.

Meeting time: late mornings, twice a week for three hours.

CHRIS FINAN (Instructor)
WATERS (Sponsor)

Christopher Finan is president of the American Booksellers Foundation for Free Expression, and is the author of several books, including *From the Palmer Raids to the PATRIOT Act: A History of the Fight for Free Speech in America*.

HIST 25 Fashionable London: Clothing and Fetishism from Victorian Street to Westwood Catwalk (Same as Arth 25, Theatre 26 and Women's and Gender Studies 25)

Drawing on London's long history as a fashion capital—its museums, galleries, designer shops and punk scenes—this course explores the role fetishist fashion practices play in shaping identity and subverting social norms. Fashionable dress both reflects shared social fantasies and helps delineate gender; trends in dress serve as barometers of sexual politics and push the boundaries of "perverse" and "normal." We will examine fetishistic fashion historically, beginning with the corset controversy and tattooing in the Victorian and Edwardian periods and ending with the contemporary sartorial statements of neo-gothic pierced hipsters in corsets and leather, and motorcycle-booted punk street styles of recent years. We will read theoretical and historical literature on fetishism and consumption and look at fashion magazines and plates from various periods to evaluate both the finery of Savile Row and the subversive theatricality of Carnaby Street. We will watch films and explore London's neighborhoods and museums as we discuss the sartorial dissent of personas like Oscar Wilde and David Bowie, and the social politics of fashions by Mary Quant and Vivienne Westwood. Field trips to museums and other institutions and stores, including the Victoria and Albert Museum in London and the Fashion Museum in Bath will enable students to study corsets and other garments in paintings and original surviving examples. While gallery and ex-

Winter Study Program

hibition visits will provide intimate, tactile knowledge of historical dress and help us learn about textiles and consumption (as well as the special problems associated with historical garments in museums), exploration of London's clubs, fashion shops and street life will allow us to chart current fashion (and fetish) trends, as well as relationships among specific styles/looks, various forms of adornment, and identities.

No prerequisites (preference given to juniors and seniors). *Enrollment limit: 10. Not open to first-year students.* Evaluation will be based on class attendance in Williamstown during the first week of the course, a journal based on field work undertaken in London during the second two weeks of the course, and a 10-page paper based on the journal.

Cost to student: approximately \$1,825.

FISHZON and BROTHERS

HIST 31 Senior Thesis

To be taken by students registered for History 493-494.

WATERS

INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES

INTR 29 Peer Writing Tutor Workshop (Same as English 29)

(See under ENGL 29 for full description.)

INTERNATIONAL STUDIES

INST 30 Senior Honors Project

To be taken by candidates for honors in International Studies.

LATINA/O STUDIES

LATS 10 Dance for the Camera: An Introduction

This introductory course explores dance via video recordings. We examine the relationship between the body in motion and the moving image of video recordings. We will see a broad range of choreographies done for the camera in order to think about space, time, and identity. We will analyze foundational works by artists, such as Bill T. Jones, Maya Deren, and Pina Bauch, as well as other young filmmakers, such as Alla Kovgan, Gaelen and Danya Hanson.

Evaluation will be based on class participation, short research assignments, a class presentation, one three-page review and one seven page final paper analyzing a particular film/video.

No prerequisites. *Enrollment limit: 10. Open to all students, preference given to seniors.*

Cost to student: \$30.

Meeting time: mornings.

JOTTAR

LATS 12 Gender and the Latino Urban Scene

Conventionally the urban scene has been imagined and portrayed in strictly masculine terms. In this course, we will review classic and more contemporary texts about Latino city life in an effort to think more critically about how males and females, specifically Latin@s and Latinas, experience, navigate, and possess urban milieus. Working with ethnography, literature, critical essays, and film, we will consider how gender—as well as race and class—is depicted, performed, and inscribed in notions of urbanity. Course materials include, but are not limited to, fiction by Piri Thomas and Angie Cruz, and the films *Girlfight* and *Raising Victor Vargas*.

Evaluation will be based on class participation, class presentations, short research assignments, and 3 short essays.

No prerequisites. *Enrollment limit: 20. Preference to Latina/o Studies concentrators.*

Estimated Cost to student: \$30.

Meeting time: mornings.

RUA

LATS 26 Exploring Trade Justice (Same as Anthropology 26, Economics 26, Environmental Studies 26, and Political Science 26)

(See under ECON 26 for full description.)

LEADERSHIP STUDIES

LEAD 10 Corporate Leadership and Social Responsibility

This course considers the responsibilities of leadership in corporate life through the perspectives of visiting alumni who hold leadership positions in American corporations. It examines the social obligations created by success in business, with special emphasis on the social and environmental duties of contemporary business. We will also explore the organizational, professional, social, and personal dilemmas faced by leading figures in modern corporations and institutions. Readings will include material from organizational sociology and economics, as well as relevant biography and autobiography.

Evaluation will be based on attendance and participation in class discussions, and a final 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings.

Cost to student: approximately \$30 for reading materials.

CARL W. VOGT '58 and JOHN W. CHANDLER '45 (Instructors)
MCALLISTER (Sponsor)

Carl Vogt and John Chandler are both former presidents of Williams College.

Winter Study Program

LEAD 11 Justice and Public Policy (Same as Political Science 19)

The course will examine several significant public policy issues which have been resolved by the judicial system. These may include affirmative action and other gender and racial issues, death penalty, free speech/obscenity, and environmental issues. The focus of the course will be on the process involved in resolving the issues in the courts, including the importance of the trial courts in that process, the competing interests involved, the public impact of the decisions and, in most cases, the difficulty of resolution. Students will spend the second week in Boston where they will have the opportunity to witness activities at the Office of the Attorney General for Massachusetts and meet with representatives of the federal and state judiciary.

Requirements: 10-page paper/oral report and regular participation in class.

No prerequisites. *Enrollment limit: 10. If the course is overenrolled, students will be asked to write a short essay to determine selection.*

Cost to student: none, but students will be responsible for obtaining lodging for four nights in Boston, Massachusetts and will be responsible for transportation to and from Boston and most meals.

Meeting time: At Williams, one morning and one afternoon, the first and third week; in Boston, Monday through Thursday, all day during the second week. Students will meet in December prior to the break to discuss logistics and expectations for the course.

MICHAEL B. KEATING '62 and MARTHA COAKLEY '75 (Instructors)
MCALLISTER (Sponsor)

The course will be taught by Michael B. Keating '62, a trial lawyer with the Boston law firm of Foley Hoag LLP, and Martha Coakley '75, Attorney General for the Commonwealth of Massachusetts

LEAD 12 The Presidential Transition Process: A Political Perspective

On January 21, 2009 the United States will swear in the 44th President of the United States. The peaceful transfer of power is one of the hallmarks of our democracy...but what are the practical and political issues, tasks and considerations facing the President-elect and his team. In this course, we will use the unfolding events of the Presidential transition to explore one important and public event to further our understanding of political leadership. How does the new President incorporate political promises—to individuals, interest groups and the public—into the key decisions of the transition process? What is the relative importance of issues and initiatives versus personnel appointments? We will draw on guest speakers who have participated in previous Presidential transitions, follow news coverage and blogs and selected readings to become engaged in the preparations for the inauguration and beginning of a new Presidential term. We will also re-visit key moments in the Presidential election and look to draw connections between those events and important decisions and developments in the transition process. Students will be required to write a final 10-page paper which would serve to advise the new President on an important issue of event.

No prerequisites. *Enrollment limit: 12.*

Cost to student: \$40.

Meeting time: afternoons.

Honorable JANE SWIFT (Instructor)
MCALLISTER (Sponsor)

Jane Swift is a former governor of Massachusetts.

LEAD 17 Changing the World 101 (Same as Economics 20 and Political Science 17)

(See under PSCI 17 for full description.)

LEAD 18 Wilderness Leadership

This Winter Study project is for students who would like to participate in an off-campus experiential education opportunity. Students will be required to research an appropriate accredited program i.e. National Outdoor Leadership School, Outward Bound etc., that will provide a suitable learning environment and be at least 22 days in length. The Director of the Williams Outing Club will assist students in their search if necessary. Upon choosing a program and being accepted, students will meet with the Director in a pre-program meeting in December to create a framework for observing group dynamics and studying a variety of leadership styles. A required 10-page paper based on their journals will be required immediately after their return to campus for the start of third quarter. There will also be a follow up class to debrief the experience in the first week of February. All programs must meet with the approval of the Outing Club Director.

In addition to off-campus opportunities, there will be a Wilderness First Responder Emergency Care course that will take place on campus. Contact Scott Lewis for details.

Requirements: course approval by WOC Director, daily journal writing with focus on leadership and group dynamics, 10-page paper and 2 class meetings pre and post trip. Student assessment will be based on ten page paper and class discussions.

No prerequisites. *Not open to first-year students. Interested sophomores, juniors and seniors must consult with WOC Director before registration. Enrollment limit: 20.*

Cost to student will vary depending on the program selected-range is generally from \$1,500-3,000.

SCOTT LEWIS, Director of the Outing Club

LEGAL STUDIES

LGST 13 United States Environmental Law: Its Historic Roots, Its Uncertain Future (Same as Environmental Studies 13)

Taught from the perspective of an experienced trial attorney, this course will examine the role environmental law plays in the United States today in light of how that role has developed during the nearly forty years since the modern era of environmental law began. As a preface, we will consider the significantly more limited influence of environmental law in our national affairs before 1970 and some of the historical and political reasons for that situation. We will examine the reasons why the law's early application in the first half of the 20th century almost exclu-

Winter Study Program

sively to the conservation and preservation of natural resources took on in the second half a markedly different approach, one emphasizing pollution control and all but ignoring resource conservation. This course will begin by tracing the development of an American consciousness towards the environment through an examination of our law and our literature. The term "law" includes state and federal judicial decisions and legislation, particularly during the presidency of Theodore Roosevelt and during the decades which followed the year 1970 when much of the legal basis for the American environmental protection movement was established. The term "literature" includes not just the written word (the first book we look at is "The Lorax" by your favorite childhood author, Dr. Seuss) but also painting, sculpture, and music. Nothing too heavy! We will examine the historical and legal choices we as Americans have made which have put our environment on trial. What has occurred in our development as a people that explains this quintessentially American phenomenon? Our journey begins with the Puritans of New England and the planters of Virginia and their predecessors in the New World and then moves swiftly to the beginning of the modern era in environmental law and to its now uncertain future.

In light of this historical situation students will examine state and federal legislative and judicial attempts to address environmental problems and then try to reach informed, rational conclusions as to whether those attempts were successful. What were the political, social and economic issues involved and, ultimately, how did their context affect the legal solutions imposed. Cases decided at the appellate level will be introduced and examined through their trial court memoranda opinions in order to observe how the legal system actually works and how frequently the reasoning behind the trial judge's decision changes as the case works its way through the appellate process.

This course will be presented from a litigator's point of view, that is to say, both the practical and the theoretical, emphasizing what is possible to achieve in the litigator's real world as informed by what the academician would present from the security of the classroom. Evaluation will be based on attendance and classroom participation. Students will prepare several short papers, including single page "clerk's notes," which will present one or more sides of an issue and form the basis for classroom discussion. They will be asked to defend or reject the conclusions reached or approaches taken by our courts and legislatures and by our literature, as broadly defined, on environmental issues.

No prerequisites. This course is appropriate for students eager to explore the material presented and prepared to argue assigned positions on important legal, literary and historical issues. *Enrollment limit: 12.*

Cost to student: Approximately \$60 for books and materials.

Meeting time: mornings. 3 two-hour sessions a week.

PHILIP R. MCKNIGHT '65 (Instructor)
L. KAPLAN (Sponsor)

Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History. He earned his law degree from The University of Chicago Law School and then practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

LGST 14 The Work of the Supreme Court

The aim of this course is to provide a sense of the personal, theoretical, and institutional characteristics of judicial decision making at the highest level. At the beginning of the course, all students will be furnished with a set of the briefs for an actual pending Supreme Court case. Four students (two per side) will be assigned to make oral arguments to the "Court," which will be composed of eight students, each playing a role of a sitting justice, and the instructor, who will act as chief justice for purposes of coordination. After hearing arguments, the "Court" will confer and prepare majority and other opinions and announce them in "open courts" at the conclusion of the term. Evaluation will be based on the overall credibility in assigned role; effective argument, questions, performance in conference, drafting, etc. and a 3- to 5-page "reflective" essay in which students will be expected to identify and comment on some aspect of the work of the Court.

No prerequisites. *Enrollment limit: 12.*

Cost to student: less than \$30.

Meeting time: afternoons.

ROBERT S. GROBAN, Jr. '70, JOHN NELSON '70 and THOMAS SWEENEY '70 (Instructors)
L. KAPLAN (Sponsor)

Bob Groban, Williams Class of '70, is a former Assistant U.S. Attorney for the Southern District of New York and former adjunct prosecutor on the Office of Special Investigations, the Justice Department's Nazi War Criminal task force. He is currently a member of the national law firm and practices out of its New York office.

John (Jay) Nelson, Williams Class of '70, has taught a number of Winter Study courses and practices law in Houston, Texas. He is a member of the Texas and District of Columbia bars and has taught at the University of Texas Law School.

Tom Sweeney, Williams Class of '70, is a partner in a New York law firm and practices in both state and federal courts.

LGST 21 Creating a Non-Profit Organization

This course will provide students with the opportunity to learn how to structure a non-profit organization based on a combination of class work and site visits to Boston non-profit organizations. The course will begin on campus with classroom instruction and reading assignments on the laws governing non-profit organizations and the processes for incorporating and obtaining tax-exempt status. The course will then move to Boston for two weeks, where students will have the opportunity to meet with leaders of a variety of non-profit organizations, ranging from small start-up non-profits to "venture philanthropy" groups to large, well-established charities and grantmaking foundations. Possible topics of discussion with these non-profit leaders include preparing an effective business plan, building a leadership team, fundraising techniques, volunteer management, program development and measuring program effectiveness. During this time, students will work in teams to create proposals for new non-profit organizations. They will prepare a mission statement, business plan, corporate documents and application for tax

Winter Study Program

exemption. The course will return to campus for a final meeting, where the teams will present their non-profit proposals.

Students will be evaluated based on the final presentation, class participation and a short reflective paper on what they have learned through the site visits and discussions with non-profit leaders.

No prerequisites. *Enrollment limit: 10. Preference given to juniors and seniors and to those who have demonstrated an interest in the area.*

Cost to student: \$700-\$800. First-year students are not eligible. This course is not classified as a "travel course" and therefore students on Financial Aid will only be eligible for up to \$300 to offset the cost of this course.

SUSAN ABBOTT '90 (Instructor)

L. KAPLAN (Sponsor)

Susan Abbott, Williams Class of 1990, is a lawyer at Goodwin Procter in Boston who has taught seminars on creating non-profit organizations at Harvard Law School, at her own law firm and through other pro bono organizations to people who are interested in starting non-profits. She advises non-profit organizations on issues related to their formation, operations and planned giving programs and has worked with a number of charities in a volunteer capacity.

LINGUISTICS

LING 12 Preliminary Introduction to American Sign Language (Same as Women's and Gender Studies 12 and Special 12)

This course introduces students to basic knowledge about American Sign Language and deaf people. Emphasis in this preliminary introduction to ASL is on developing rudimentary receptive, expressive, and interactive skills through an intensive immersion in ASL. Students will also be introduced to deaf history, culture, and politics. This course is designed to help nonsigners develop rudimentary skills, to introduce them to the complexity of ASL, and to cultivate interest in further study of the language.

Evaluation will be based on attendance, participation, quizzes, and student produced videotapes of their own expressive skills. Students will also be expected to spend an hour outside of class each week viewing native ASL signers.

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

Cost to student: \$40.

Meeting time: afternoons, three two-hour meetings per week.

LAURIE BENJAMIN (Instructor)

SANDERS (Sponsor)

Laurie Benjamin is a graduate of the University of Massachusetts in multicultural and international education. Ms. Benjamin has taught deaf students at the secondary level. She is a nationally certified ASL interpreter with extensive experience in a wide range of interpreter settings including mental health, legal, and performance interpreting. In addition to working as a free-lance interpreter for the deaf, she is currently teaching ASL to students at Williamstown Elementary School.

MATHEMATICS and STATISTICS

MATH 11 The Hidden Depths of High School Mathematics

Have you ever wondered what is really happening at a graph's asymptote or why tests for divisibility work? Have you always enjoyed those moments in mathematics when you can completely see why something is true? In this course we will investigate topics in secondary mathematics from an advanced perspective. Often even apparently simple topics reveal complex and fascinating nuances when considered closely, as they must be in order to be fully understood. We will collaboratively investigate polynomial and rational functions, geometric justifications of trigonometric identities, and why such techniques as synthetic division, tests for divisibility, and Descartes' Rule of signs work. This course is an opportunity for students of all disciplines to look again at some of their favorite mathematics from high school and develop a more complete understanding of its inner workings. Each student will select a topic for independent investigation. Evaluation will be based on class participation and a 10-page portfolio containing the independent project and several shorter assignments.

No prerequisites. *Enrollment limit: 16. Preference will be given to students with a possible interest in a career in teaching.*

Cost to student: approximately \$40 for textbooks.

Meeting time: afternoons: 3:30-5:30 p.m.

A. DEKEL (Instructor)

C. SILVA (Sponsor)

Alexis Dekel is an experienced high school mathematics teacher and consultant. She has a particular interest in the various representations of mathematics and the connections between mathematics and other disciplines. She has recently been investigating these ties with her Math Dance Team, a group of students and teachers who express their mathematics through movement. She currently teaches at Pittsfield High School. Certified by National Board for Professional Teaching Standards in Adolescent/Young Adulthood Mathematics, 2002. M.A. in Mathematics Education from the University of California at Berkeley, 1998. Sc.B. in Mathematics from Brown University, 1996. Ten years full-time teaching experience, 1998-present.

MATH 12 Mural (Same as ArtS 12)

The Renaissance was a time which saw no polarity between the sciences and the arts. This is most notably seen in the works of Leonardo da Vinci, ranging from paintings, sculptures, inventions and scientific study. Leonardo was an unparalleled genius at bringing together artistic vision and scientific design. This course will attempt, in a small way, to restore the world view of those days.

We will work on a large wall mural in the Bronfman Science Center, with the vision of communicating ideas of

Winter Study Program

shape, pattern, and design appearing in mathematics. We explore site-specific artwork to see how lighting, position, and the observer's viewpoint affects the design of the mural. Students will also gain experience by talking with faculty in mathematics, studio art, and art history, along with trips to WCMA and Mass MOCA. There will be full involvement in the project, from overall design to final construction.

Experience in any kind of mathematics is not expected. However, a strong visual imagination and artistic talent is a definite plus.

The overall evaluation is based heavily on attendance, participation, and the overall project.

Prerequisites: Experience in studio art is preferred. *Enrollment limit: 10.*

Cost to student: approximately \$35 for textbook.

Meeting time: mornings.

DEVADOSS

MATH 13 Modern Dance—Muller Technique (Same as Special 18)

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom I danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of Jos'e Lim'on before she started her own company in 1974. She has added her own style of movement to the Lim'on technique, creating an expansive, free-flowing dance that is wonderful to do and to watch.

The class will be multi-leveled and open to both men and women alike. Previous dance experience preferred, but not required.

Students will have the opportunity to choreograph a short piece either as a soloist or in small groups.

We will finish the course with a short lecture-demonstration illustrating what we have learned.

No prerequisites. *Enrollment limit: 24.*

Cost to student: \$20.

Meeting time: 10 a.m.-noon, MTRF.

LOGAN (instructor)

C. SILVA (sponsor)

Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with the Jennifer Muller Dance Company, a modern company based in New York City for five years.

MATH 16 Knitting: The Social History and Craft Form (Same as Special 16)

Creating fabric out of interlocking loops can be traced back to the Neolithic period, and knitted artifacts 1600 to over 2000 years old have been found in Egypt, Peru, and Sweden. Knitting requires little machinery and can be done almost anywhere yet requires a significant amount of learned skill. Knitting techniques have been handed down through generations, shared in small groups, and transferred between cultures as trade routes emerged. The social history of knitting in America is a rich reflection of our history of culture. We will examine the social history of knitting through a sequence of readings and discussions, and explore knitting technique through a series of projects. Our textbook is *No Idle Hands: The History of American Knitting*, by Anne L. MacDonald, and additional readings will be handed out in class. We will engage in a series of project samples designed to introduce and improve skills of beginning knitters, starting with simple washcloths, a knitted cap, and culminating in a final project of felted mittens.

Evaluation will be based on mandatory attendance, participation, projects, posting and responses on Blackboard. No prerequisites. *Enrollment limit: 15. Enrollment is restricted to beginning knitters and preference will be given to first-year students.*

Cost to student: approximately \$125 for materials kit and for textbooks.

Meeting time: MTR 4-6 p.m.

M. JOHNSON (Instructor)

C. SILVA (Sponsor)

Mary Johnson, M. Ed., is highly experienced and has worked as a professional knitter for NYC designers Knit-Wits, Lane Borgesias, and Storey Publishing. Mrs. Johnson is a kindergarten teacher at Williamstown Elementary School.

MATH 23 Gaudino Winter Study Fellows Program

The Gaudino Winter Study Fellow designation is available to up to fifteen students who create their own independent projects that involve critical, reflective, and experiential learning during Winter Study. Each student works independently under the direction of a faculty sponsor, who will help shape and monitor the project. The project must receive approval from the Winter Study Committee, as well as from the Gaudino Scholar and Gaudino Board of Trustees. The Gaudino Board is looking for projects that address specific intellectual problems through direct experience, undertaken preferably in a social milieu that is previously unfamiliar or even uncomfortable to the applicant. Projects must be academically rigorous and worked out carefully with faculty sponsors. Projects should also entail systematic self-reflection on how the experiences affect students personally, and students may be asked to discuss their project with the Gaudino Board after it is completed. The Gaudino Scholar will meet with students as a group before and after Winter Study. All students whose projects are approved will receive the Gaudino Fellow designation. In addition, students on Financial Aid will receive Gaudino funding from a minimum of 50% to a maximum of 90% of the budget for the project up to \$2,500, as determined by the Financial Aid office. No additional funding for students' projects will be provided by the College. Students selecting this course will register for MATH 23. More information about the Gaudino Fellows Winter Study Program and guidelines for applying can be found at: <http://www.williams.edu/resources/gaudino/overview.php>.

BURGER

MATH 26 Resettling Refugees in Maine (Same as Special 26)

(See under SPEC 26 for full description.)

MATH 30 Senior Project

To be taken by candidates for honors in Mathematics other than by thesis route.

Winter Study Program

MATH 31 Senior Thesis

To be taken by students registered for Mathematics 493-494.

STAT 13 Roulette

Roulette is a traditional and intriguing game, having its roots in 17th century France. It remains very popular in Europe, where due to a slightly different design of the Roulette wheel it offers better odds than in the United States. Part of the fascination for that game, besides its aristocratic feel, is that it allows for both small and huge wins and offers bets at relatively favorable odds. This course takes a closer, analytical look at this elegant game. We will study basic probability concepts to derive odds for various bets and learn how to use the free computer software R to program and simulate various playing strategies. A statistical analysis will reveal what strategies suit your type of play. A field trip to one of the casinos in the vicinity is planned.

Evaluation will be based on homework (49%), short quizzes (49%), and total chips at the end of class (2%).

Prerequisites: some basic exposure to computer programming. *Enrollment limit: 15. Enrollment will be selected randomly.*

Cost to student: approximately \$40 for transportation to and from casino. (*Note: Some casinos have an age limit of 21.*)

Meeting time: three times weekly (classes and computer lab) plus field trip.

KLINGENBERG

MUSIC

MUS 10 Chamber Music Performance

This course will be for students who wish to play chamber music and will focus on one or more works of large or mixed wind/string chamber music (e.g., Beethoven Septet, Schubert Octet, Francaix Octet, Mozart Clarinet Quintet). Class will meet for three coached two-hour rehearsals per week and culminate in a performance. Individual practice and uncoached rehearsals will be expected of all participants. Additionally, students will be taught how to effectively study the score of the works they perform. If feasible, a field trip to hear a concert will be scheduled. Students will be evaluated on their preparation, participation and performance.

Prerequisites: Advanced instrumental students will be accepted into the course by permission of the instructor.

Enrollment limit: 16.

Cost to student: \$75.

Meeting time: mornings.

STEPHEN WALT (Instructor)

KECHLEY (Sponsor)

Stephen Walt is Director of Woodwind Chamber Music at Williams and Artist-Teacher of Bassoon at the University of Massachusetts at Amherst.

MUS 11 Singing School: Sacred Choral Traditions in the Berkshires and Beyond (Same as American Studies 11 and English 11)

(See under ENGL 11 for full description.)

MUS 12 Opera Workshop

This course provides an opportunity for singers to explore operatic repertoire appropriate to their ability and voice type. Participation in the course will help improve students' abilities to relate physically and emotionally with a character, feel at ease on stage within the context of an operatic scene, and imaginatively and dramatically connect to the music. Once enrolled, all students will be cast in scenes with their classmates. Students will then be expected to prepare their assigned music outside of class, and to attend in-class rehearsals for their scene once scenes have been cast. Musical preparation to be done outside of class will include research to the specific opera, role, and scene, as well as a complete lyrical translation if the scene is in a language other than English. (Outside research and preparation should require approximately 20 hours per week.) Students will also be asked to study two or more video or audio productions of their opera and write a 3-4 page paper comparing each singer's portrayal of the role they've been assigned. Evaluation will be based upon effort, attendance, individual progress, and the quality of the singers' final performance. Participation in the final performance is mandatory. Class will be held twice for a week for three hours, with each class session divided into rehearsals for individual scenes. Extra rehearsals will be arranged if and when they are deemed necessary by the instructor.

Enrollment is limited to 12 students and acceptance is determined based upon live audition for course instructor.

Cost to student: none.

Meeting time: afternoons.

ERIN CASEY (Instructor)

KECHLEY (Sponsor)

Erin Casey has been a Voice Instructor at Williams for the past two years and has taught privately for four years. She holds a Masters degree in Vocal Performance from Northwestern University and has performed in operas with the BASOTTI opera company of San Francisco and the Aspen Opera Theater Center.

MUS 13 Math and Music

The course examines some of the myriad ways that mathematics can shape and inform the ways we think about musical structure, and conversely, how music can instantiate a number of beautiful mathematical structures and ideas. We will consider how group theory, number theory, probability and stochastic methods can offer insights into the structure of musical systems (like tonality, and diatonic sets and scales), into the analysis of individual pieces of music, and into the ways that music can be created and perceived. We will explore, for example, how the mathematically unique properties of the diatonic set (the collection of tones that underlies the major and minor scales) permit or give rise to tonality, whether other musical universes (those with more or fewer chromatic tones) might exist that would offer the same riches as our familiar 12-tone universe, and whether and how computers can be taught to compose meaningful harmonic progressions. For non-math types, musical examples will be used to

Winter Study Program

present all relevant mathematical concepts.

Evaluation will be based on a series of short musical problem sets, designed to illustrate relevant mathematical concepts and techniques. Students will then work on a topic of their choice (analysis of a musical work, a composition based on a mathematical model, or on a speculative topic) about which they will write a short (ca. 5 page) paper and give a class presentation.

Prerequisites: students need to be able to read musical notation. Preference will be given to math majors with musical performance experience or students who have taken a music theory course. *Enrollment limit: 12.*

Cost to student: none.

Meeting time: mornings.

E. GOLLIN

MUS 14 Folk, Popular, and Classical Cuban Music

This class will cover genres of Cuban folk, popular, and classical music and the impact that Cuban history has had on Cuban music, art, and culture in general. Topics to be discussed will include; the African influence on Cuban music between the 15th and 16th centuries, the contemporary coexistence of old African musical practices with new musical manifestations now purely Cuban that has resulted, and Spanish influence on the Punto Cubano or Punto Guajiro that flourished at the end of the 18th century as a family-neighborhood activity. We will also discuss the strong bonds between Cuban music and North American music during the 20th century, and the connection between folk music and the utilization of European techniques that gave as a result the danzon, the mambo, and the cha cha cha, as well as multiple genres of the Cuban cancion (song). Other topics of discussion will include how the combination of folk music/professional music imparts a dynamic to contemporary Cuban classical music and Afro-Cuban jazz.

No prerequisites. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: afternoons.

PEREZ VELAZQUEZ

MUS 15 Music of Charles Mingus

Students will take part in an ensemble course primarily devoted to studying and playing the music of Charles Mingus. Instrumentalists needed include piano, bass, drums, trumpet, saxophone, trombone, etc. as well as voice, but all are welcome. In addition to performing the music, the course will give students an in-depth look at the life of Charles Mingus as a composer and bassist. Each composition will be explored as to its structure and improvisational concepts. The focus of improvisation will be from an historical point of view (taking in the music of Dixieland, New Orleans traditional jazz, etc.) and will lead to collective improvising, using the Mingus Jazz Workshop as an example. Music to be presented and performed will include: "Better Get Hit In Your Soul," "Goodbye Porkpie Hat," "Haitian Fight Song," "Nostalgia in Times Square" and "Duke Ellington's Sound Of Love." "Triumph of the Underdog," a video by filmmaker Don McGlynn, will be shown and discussed. Evaluation will be based on faithful attendance at rehearsals, classes, coaching sessions, and appropriate performances.

The students taking this course will be exposed to an African American jazz legend who struggled under the racial injustices of our time. Students will learn how musicians lived, and how they functioned within the system that they were brought up in. They will see how musicians survived on a highly creative level, and how perseverance can lead to great things. These are all great examples to give the students of today. The story of Mingus is inspirational and demonstrates pure genius. This is an opportunity for the students to feel connected to the past, and will give them something to draw from in their own experiences. This is more than a music course; it is an inspiring story of achievement.

Enrollment limit: 17.

Cost to student: none.

Meeting time: afternoons.

JOHN MENEGON
KECHLEY

John Menegon is a professional bassist, composer and arranger who has been involved in teaching jazz studies and workshops for over 12 years. John has been playing and recording professionally for 25 years.

MUS 16 Music Circus: John Cage and His World (Same as Spanish 16)

(See under RLSP 16 for full description.)

MUS 17 Contemporary American Songwriting (Same as American Studies 15)

(See under AMST 15 for full description.)

MUS 25 Musical Performance: Cultural Exchange in Argentina

The Jazz Ensemble, Symphonics Winds, Concert Choir and Berkshire Symphony will be participating in this winter study course leading up to a musical performance-based cultural exchange in Argentina.

During the fall semester each ensemble will prepare music by a wide range of significant Argentine composers (Ginatera, Guastavino, Davidovsky, Kagel, Golijov, Piazzolla and Gao Barbieri, among others) as well as music by composers from the United States. Specially featured will be composers with ties to the Berkshires and, specifically, Williams College (Copland, Bernstein, Shawn, Kechley, Freddie Bryant, etc.) For the first two and a half weeks of Winter Study the students will rehearse and refine this music on campus. In addition, they will attend several lectures on the culture and history of Argentina. All students will have the option to travel to Argentina for the last week of Winter Study (and several days beyond).

Section 01: for students traveling to Argentina:

On January 21 student performers will depart for Argentina where they will perform concerts, attend workshops and coaching sessions, attend concerts and visit with Argentine singers and instrumentalists. Students will be required to keep a travel journal that records and reflects on their musical experiences in various parts of the country. Approximate cost to student: \$2200.

Winter Study Program

Section 02: for students opting not to travel to Argentina:

Each student will write a 10-page paper on a major Argentine musical work and/or composer and perform this work in an end-of-term concert.

Enrollment limit: 12.

Cost to student: none.

Meeting time: TBA. Students should discuss specifics with your ensemble instructor.

BODNER (Symphonic Winds), FELDMAN (Berkshire Symphony), JAFFE (Jazz Ensemble), B. WELLS (Concert Choir)

MUS 31 Senior Thesis

To be taken by students registered for Music 493, 494.

NEUROSCIENCE

NSCI 31 Senior Thesis

To be taken by students registered for Neuroscience 493-494.

PHILOSOPHY

PHIL 10 The Art of Persuasion

Can't get a date? Need an extension? Parents fail to recognize your brilliance? Looking for a job? You need rhetoric: the art of persuasion. This course will be a practical workshop in the craft of speaking well. Students will prepare, deliver, and analyze speeches, with the aim of becoming effective, powerful, and perhaps even brilliant orators. Students will conclude the course by competing to persuade a distinguished panel of judges of a thesis of their choosing.

Evaluation will be based on attendance, participation, and the quality of oral presentations made throughout the course.

Regular class meetings will be held three times per week. A fourth weekly meeting will be devoted entirely to the giving of speeches.

No prerequisites. *Enrollment limit:* 12. *Preference based on seniority and demonstrable interest in excellent speaking.*

Cost to student: approximately \$50 for books.

Meeting time: afternoons.

DUDLEY

PHIL 11 Aikido and the Creation of Ethical Policy (Same as Political Science 11)

Aikido is a Japanese martial tradition that combines the samurai arts of sword and grappling with the philosophical desire to manifest harmony in the face of conflict. As such, it addresses situations of conflict that manifest themselves physically, but also offers insight into how to prevent or redirect the energies—social, political, or psychological—that might otherwise become conflict in one or another aspect of our lives. By integrating physical and intellectual components, the course seeks to forge in each student a more coherent perspective on the difficult questions, broadly formulated as “How should we live?”, that the study of Ethics and the challenge of Government put before us. The course also seeks to provide an opportunity for students to live, for one intensive month, as if they were 21st Century Samurai.

The academic component of the course will take advantage of the fact that a new administration will be moving into the White House on January 20. Students will divide into 4 or 5 groups that will each develop a policy position paper which attempts to bring ethically sound thinking to an issue of their choosing (such as Education Financing, Nuclear Waste, Health Care, Middle East, etc.), a survey of the legislative opposition to that policy, an Aikido-informed plan to frame the issue and overcome that opposition, and speech text to help establish our chosen framing and generate an enthusiastic consensus. Obviously, which administration will be moving into the White House will influence what issues we decide to pursue, and thus students will choose topics after the election (but before January so as to have time to scout out Williams alumni in the incoming administration or Congress for feedback during policy and strategy development). At the end of Winter Study there may be an opportunity to travel down to DC to present the policy initiatives to relevant personnel.

The physical training (two hours daily in the wrestling room) will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw their friends across the room. About 25% of training time will be devoted to sword and staff techniques.

Candidates need to understand that this course entails more of a commitment than most Winter Study options. There is simply no other way to transmit and integrate the course's physical and intellectual components. Students will be expected to want to immerse themselves in experiencing life as a (peaceful) warrior and as an apprentice policy wonk. Additional relevant experiences, such as meditation practice, misogi, Samurai films, and episodes of *West Wing*, will be an integral part of the course.

Students will be evaluated on the quality of their participation in both physical and intellectual course components, and each team's policy output - position outline, policy prescriptions, framing plan, legislative tactical review, and speech text. Students interested in the course should visit <http://www.aikidokids.com/williamsaikido.htm> before registration begins.

Prerequisites: same physician's approval on file as the school requires to participate on sports teams. Students do not have to be especially athletic, and in Aikido women train as equals with men. *Enrollment limit:* 20.

Cost to student: approximately \$100 for uniform and wooden training weapons. \$35 for books. Travel to DC, if arranged, will be optional.

Meeting time: Aikido sessions 2 hrs/day depending on availability (typically 10-12 or 1-3) of the wrestling room. Policy groups will meet on their own regularly, and for at least two hours each week with the instructor.

ROBERT KENT '84 (Instructor)

SAWICKI (Sponsor)

Robert Kent '84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a San Dan rank (third degree black belt) and runs

Winter Study Program

the youth program at Aikido West in Redwood City, CA. He also runs the website AikidoKids.com, and is founding coordinator for The PeaceCamp Initiative (a scholarship program that seeks to use Aikido principles to heal the Israeli/Palestinian conflict a few kids at a time). He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity. This will be the fourth time he has offered an Aikido-based Winter Study course.

PHIL 12 Love: For and Against

Plato's *Symposium* is one of the most widely read texts in the Western philosophical tradition—a profound celebration of love and the source of our everyday understanding of “Platonic love.” Freud too wrote about love; but his story of love is certainly not celebratory. In this short course we will read the entire “Symposium” and excerpts from various texts by Freud and compare the accounts of these two influential thinkers. We will conclude with Laura Kipnis's contemporary polemic *Against Love* in which she offers a quasi-Marxist challenge to idealistic notions of love and fidelity. Students will be asked to recommend films about love that are especially insightful. We will choose two or three and incorporate them into our discussions.

Evaluation will be based upon contributions to class discussion in the form of presentations of short (2-3 page) weekly papers.

No prerequisites. *Enrollment limit: 10. Preference will be given to Philosophy majors and students who have done advanced work in Women's and Gender Studies.*

Meetings times: 2-3 meetings each week (depending upon the week) and film screenings.

SAWICKI

PHIL 13 Boxing

Boxing is one of the world's oldest sports, and there are 3000 year old artistic representations of boxing from ancient Egypt. The history of boxing in the United States during the nineteenth and twentieth centuries reflects the history of the nation. Issues of class, ethnicity, race, and gender have played a central role in the sport. Stories about boxing also play a central role in the popular culture. In this course we will look at some treatments of boxing by social historians, examine some depictions of boxing in documentary and dramatic films, and watch some classic fights.

We will also learn some of the fundamental skills involved in boxing. Training as a boxer will give men and women a better appreciation of the physical demands involved. Four days a week we will engage in an intensive training regimen working on basic punching technique, footwork, defense and conditioning. The workouts will involve minimal contact, but will be physically demanding. Students will need to purchase boxing gloves, hand-wraps, and a jump rope.

Evaluation will be based on attendance, participation, and a 10-page final paper.

No prerequisites. *Enrollment limit: 20.*

Cost to student: \$150.

Meeting time: mornings workouts; movies, discussions and seminars in the afternoon and evening

MC PARTLAND

PHIL 14 Science Fiction and Philosophy

Is it possible for you to be your own mother? Could you travel back in time and kill your grandfather, years before your own father was born? Could a very sophisticated android fulfill the criteria for personhood? Should we allow one to be punished now for crimes that one has not yet, but is predetermined to commit in the future? Is it possible that you are living your entire life in an elaborate simulation? If you are in such a simulation, what, if anything, would be wrong with that? These questions are but a few raised in works of the genre of science fiction. Authors of science fiction use these questions, and answers to them, to develop compelling, and frequently illuminating, storylines. At their core, these stories exploit classic philosophical issues, and whereas the authors of science-fiction raise these issues in a popular context, philosophers have long attempted more systematic investigation of the questions and their possible answers in order to shed light on some of the fundamental concepts we use to make sense of the world. In this course, we will examine some of the philosophical problems and paradoxes raised in works of contemporary science fiction by reading from well-known novels, short stories and watching popular films. Our exploration of the science-fiction literature will be accompanied by readings from classic and contemporary philosophers carefully discussing the central philosophical issues raised therein. The result will be a brief survey of some classic problems in metaphysics and epistemology. We shall examine the nature of personhood, the possibility of free will, the paradoxes of time travel, and philosophical skepticism and its implications for how we should live our lives. Material will be drawn from readings by Philip K. Dick and Robert Heinlein, as well as from the films *The Matrix*, *Blade Runner*, and *12 Monkeys*.

Evaluation will be based on attendance, class participation, short weekly assignments, and a 10-page final paper.

No prerequisites. *Enrollment limit: 30.*

Cost to student: under \$75 for books and/or course packet.

Meeting time: mornings.

GREGORY JANSSEN (Instructor)

SAWICKI (Sponsor)

Gregory Janssen is a lecturer in philosophy at Hobart-William Smith College. He works primarily in analytic metaphysics, particularly on the metaphysics of mind.

PHIL 31 Senior Thesis

To be taken by students registered for Philosophy 493-494.

PHYSICS

PHYS 10 Light and Holography

This course will examine the art and science of holography. It will introduce modern optics at a level appropriate for a non-science major, giving the necessary theoretical background in lectures and discussion. Demonstrations will be presented and students will make several kinds of holograms in the lab. Thanks to a grant from the National

Winter Study Program

Science Foundation, we have 7 well-equipped holography darkrooms available for student use. Students will be evaluated on the basis of regular attendance, completion of 4 laboratory exercises, and a holography laboratory project or a 10-page paper. Attendance at all classes and labs is required for a passing grade. No prerequisites. *Enrollment limit: 30. Preference will be given to students with no previous college course in physics more advanced than Physics 109.*
Cost to student: about \$50 for holographic film, chemicals, and photocopies.
Meeting time: At the beginning of WSP, the class will meet for lecture and discussion three mornings a week and for lab 2 afternoons a week. Later classes will be mainly laboratory.

TUCKER-SMITH

PHYS 12 Meet the Right Side of Your Brain: Drawing as a Learnable Skill

Representational drawing is not merely a gift of birth or a magical ability, but a learnable skill. If you ever wanted to draw, but doubted you had the ability or believed you could not learn, then this course is for you. This intensive course utilizes discoveries in brain research to teach representational drawing. By using simple techniques and extensive exercises you will discover and develop the perceptual shift from your symbol based left hemisphere to your visually based right hemisphere. This cognitive shift enables you to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, self-portrait, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project. Evaluation will be based on participation, effort, and development. There will be an exhibition of coursework on the final day of Winter Study.

No prerequisites. *Enrollment limit: 15, with preference given to juniors and seniors.*

Cost to student: cost of text and (approximately) \$15 for drawing materials.

Meeting time: mornings, two times per week with substantial additional independent student work.

STELLA EHRLICH (Instructor)

S. BOLTON (Sponsor)

Stella Ehrlich holds an M.F.A. 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 14 Electronics

Electronic instruments are an indispensable part of modern laboratory work throughout the sciences. This course will cover the basics of analog electronic circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. Evaluation will be based on participation, completion of both laboratory work and occasional homework, and the quality of the final project or paper.

Prerequisite: Mathematics 104 or equivalent calculus. No prior experience with electronics is required. *Enrollment limit: 16.*

Cost to student: \$50 for course packet and electronic parts.

Meeting time: afternoons, for a mixture of lab, lecture, and discussion, providing ample opportunity for hands-on experience. In the last week, students will design and build a final project, or will write a 10-page paper.

STRAIT

PHYS 15 Livres des Artists—The Artist Book

In this multidisciplinary class, students will explore and explode the boundaries that traditionally define the ancient art of bookmaking. They will step outside of traditional assumptions and preconceived ideas as the class explores a mode of expression that is creative, graphic, sculptural and very personal. The first half of the course will explore bookmaking and binding techniques paper decoration, drawing, printmaking (including monoprint, stamping, photocopy transfers and transfer drawings) and book structures (such as the many variations on the accordion, the codex, pop-up, tunnel, carousel and inventive), collage and creative writing in order to develop a plan for the creation of an individual artist's book, a multi-media expression of self that will be designed and executed in the last half of the class.

No prerequisites. *Enrollment limit: 12.*

Cost to student: \$100 plus another \$50/75 dependent on the types of supplies/paper/books that students end up making.

Meeting time: During the first two weeks, students will meet every day in a studio/workshop like setting. The second two weeks will be more open, allowing the student to develop and create their own artist book, with two three hour meetings at the beginning and end of the week. Field trips to Chapin Library, MassMoca, and the Smith College Museum of Art will be required and scheduled according to class needs.

MELANIE MOWINSKI (Instructor)

S. BOLTON (Sponsor)

Melanie Mowinski holds an M.F.A. in Book Arts and Printmaking from the University of the Arts in Philadelphia and a M.A. in Religion and the Visual Arts from Yale University. Her work has been exhibited both nationally and abroad, most recently in San Francisco, Pittsfield and Venice. She teaches studio art at the Massachusetts College of Liberal Arts.

PHYS 22 Research Participation

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Students will be required to keep a notebook and write a five-page paper summarizing their work. Those interested should consult with members of the department as early as possible in the registration period or before to deter-

Winter Study Program

mine details of projects then expected to be available.
Prerequisites: permission of instructor. *Enrollment limit: 1 or 2 per project.*
Cost to student: none.
Meeting time: to be arranged with instructor.

S. BOLTON and members of the department

PHYS 31 Senior Thesis

To be taken by students registered for Physics 493, 494.

POLITICAL ECONOMY

POEC 31 Honors Thesis

To be taken by students registered for Political Economy 493.

POLITICAL SCIENCE

PSCI 10 Political Campaign Ads—Noise, Trash, or Democracy in Action?

American political campaigns have many elements, fund-raising, rallies, lawn signs, and much more. The focus of this winter study course is on campaign television ads. Some have, it is often claimed, determined the outcome of elections. Lyndon Johnson's famous 1964 campaign ad of young child plucking flower petals, shown only once, or the Bush campaign's Willie Horton ad in 1988, are two such examples. The course will examine campaign ads, and the research on how, why, and when they work. One of the charges often leveled against democracy is that the people are easily seduced by clever and devious leaders, the power of rhetoric and images to mislead (among those who have made this argument are Plato and Hobbes). What does it mean to delude or mislead? What does a "good" campaign ad accomplish? Do campaign ads delude or do they educate, or both? Each student will write a paper analyzing a campaign ad (or the ads used in a campaign) of their choosing. Evaluation will be based on a 10-page paper, presentation and attendance.
No prerequisites. *Enrollment limit: 20.* Preference given to Political Science majors.
Costs to students: texts for course (under \$100).
Meeting time: four times a week, 10-noon, MTWR.

MARCUS

PSCI 11 Aikido and the Creation of Ethical Policy (Same as Philosophy 11)

(See under PHIL 11 for full description.)

PSCI 12 Politics, the Press and Human Rights in Hong Kong and China

Drawing on the instructor's long experience as a print and broadcast journalist in Hong Kong, this class will examine the political and human rights issues that have arisen there, focusing especially on the period of time since 1997 when Hong Kong was transformed from British colony to Chinese Special Autonomous Region. What kinds of rights of expression and press freedom were articulated and defended before 1997 and how have they fared under Chinese sovereignty? Course work will focus on understanding the general political, legal and constitutional situation in Hong Kong and analyzing specific cases of press freedom, censorship and self-censorship in the post-colonial period. Comparisons and contrasts to the condition of journalism in the PRC will be made. Evaluation will be based on a final 10-page paper.
No prerequisites. *Enrollment limit: 25.*
Cost to student: none.
Meeting time: afternoons.

FRANCIS MORIARTY (Instructor)
C. JOHNSON (Sponsor)

Francis Moriarty has worked for the past two decades as a print and broadcast journalist in Hong Kong.

PSCI 13 The Art of War (Same as Asian Studies 13)

This course will examine the meaning and uses of the classical Chinese text, *The Art of War*, by Sun Tzu. Students will consider Sun Tzu's insights both in the context of ancient Chinese philosophy and in terms of their contemporary relevance. The first half of the course will concentrate on placing Sun Tzu in historical and philosophical context; the second half will examine how *The Art of War* has been used in a variety of modern fields. Evaluation will include mandatory class attendance and participation, and a 10-page paper.
No prerequisites. *Enrollment limit: 15. Seniors and juniors will have priority.*
Cost to student: price of books.
Meeting time: mornings.

CRANE

PSCI 14 Women's Leadership in the Civil Rights Movement

African American women served in many respects as the true leaders of the U.S. Civil Rights Movement, which for this course begins in the early 1950s and culminates in the late 1960s. Women played multiple and diverse leadership roles, generally at the grassroots level, but occasionally, as with Fannie Lou Hamer, at the national level as well as state-wide in Mississippi. We begin with teenager Claudette Colvin, arguably the instigator of the Montgomery bus boycott; then look at Jo Ann Robinson and other leaders of the Women's Political Council who organized the bus boycott; next to civil rights pioneers Ella Baker and Septima Clark; then to 1960s' activists Dorothy Cotton (SCLC), Hamer, Diane Nash, Ruby Doris Robinson (SNCC), and NAACP attorney Marian Wright Edelman, who subsequently founded and led the Children's Defense Fund. Dorothy Cotton, MLK confidante and SCLC leader, will give a guest lecture to the class on the MLK holiday. The course will focus both on the individual leaders and on the complex phenomenon of black women's leadership in general, especially involving their struggles against patriarchal norms and the special risks they took. The course will combine lectures with abundant discussion, along with several films to be viewed outside of class.

Winter Study Program

Evaluation: Regular attendance, careful study of readings, full class participation, view several films, and a 10-page paper comparing two or more of the women leaders.

No prerequisites. *Enrollment limit: 30.*

Cost to student: \$60.

Meeting time: afternoons, TRF 2-4 p.m.

STEWART BURNS (Instructor)

C. JOHNSON (Sponsor)

Historian Stewart Burns is a nationally recognized scholar of the Civil Rights Movement and biographer of Martin Luther King Jr. former Boskey Professor of Leadership Studies and History, and currently Williams Coordinator of Community Engagement.

PSCI 15 Infectious Diseases, Public Health Crises and Human Development

Compared to war, infectious diseases and public health crises have consistently accounted for the greatest proportion of human morbidity and mortality. For instance, of the 50 million deaths recorded in 1990, infectious diseases claimed about 17 million compared with 322,000 from war. Through documentaries and scholarly work, we examine how infectious diseases and public health crises have impacted and shaped the course of human development. Writers include Jared Diamond, William H. McNeil, Andrew Prince-Smith and Helen Epstein.

Evaluation: Class participation and a 10-page paper

No prerequisites. *Enrollment limit: 30*

Cost to student: \$60.

Meeting time: mornings.

MUNEMO

PSCI 16 Movies with Political Discussions of Elections, Evolution, Presidential Powers and News

This course features movies for a class discussion of the political content of each movie and its relevancy to politics today. The movies to be shown are: *Inherit The Wind* (a depiction of the Scopes trial otherwise known as the Tennessee Monkey Trial) with a class discussion of the religious right's political movement to the present to discredit the teaching of the theory of evolution); *The Candidate* (a story about a senatorial campaign) with a class discussion of today's negative and superficial political election campaigns; *All the President's Men* (a dramatization of Nixon's Watergate coverup), and *Wag the Dog* (a story of a fabricated war to cover-up presidential misdeeds) with a class discussion of President George W. Bush's run-up to the invasion of Iraq, conduct of the war, and his constitutional use of presidential powers; *Good Night, and Good Luck* (the story of Edward R. Murrow, an icon of broadcast journalism, taking on Sen. Joseph McCarthy) with a class discussion of the state of political coverage by journalist today.

Evaluation will be based on class participation in discussions and a 10-page paper.

No prerequisites. *Enrollment limit: 30. Preference given to Political Science majors.*

Cost to student: none.

Meeting time: afternoons.

ROBERT JAKUBOWICZ (Instructor)

C. JOHNSON (Sponsor)

Mr. Jakubowicz served as Massachusetts state legislator, Pittsfield city counselor, and Berkshire County commissioner. A lawyer, former assistant district attorney, and FBI agent. A columnist for the *Berkshire Eagle*, his columns have appeared in the *Boston Globe* and *Herald*, *The Cape Cod Times* and *The Bedford Standard Times*. He has actively participated in local, state and national political campaigns.

PSCI 17 Changing The World 101 (Same as Economics 20 and Leadership Studies 17)

Most people want to have an impact in the world—but not that many do. Steve Case helped make the Internet a part of everyday life and has been an active participant in business, philanthropy and government for the past two decades. He will share some of the lessons he has learned since graduating from Williams in 1980—and lead a discussion to encourage each student to begin to shape their own thinking about how they can change the world. Requirements: attend all sessions, actively participate in class and give a final presentation.

No prerequisites. *Enrollment limit: 30. Preference to Leadership Studies concentrators.*

Cost to student: none.

Meeting time: afternoons, 1:30-3:30 MWF.

STEVE CASE '80 (Instructor)

C. JOHNSON (Sponsor)

Steve Case graduated from Williams in 1980 and went on to start AOL, a company that helped drive mainstream consumer acceptance of the Internet. He then went on to launch The Case Foundation, an innovative philanthropic organization, and Revolution, a company that aims to disrupt major industries by empowering consumers.

PSCI 19 Justice and Public Policy (Same as Leadership Studies 11))

(See under LEAD 11 for full description.)

PSCI 21 Fieldwork in Public Affairs and Private Non-Profits/Volunteer Income Tax Preparation

This course is a participant-observation experience in which students work full-time for a governmental agency, nongovernmental (including voluntary, activist, and grassroots) organization, or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity; Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood association). In 2009, students are especially encouraged to train and become certified IRS Volunteer Income Tax Preparers through a special section of the course. The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contacts with an institu-

Winter Study Program

tion or agency. The instructors and members of the Political Science department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructors verifying the placement and describing the nature of the work to be performed by the student. Students will read a few short articles distributed at the beginning of Winter Term and must agree to keep a journal, maintain weekly contact with the instructors, and write a final paper summarizing and reflecting upon the experience. A group meeting of all students will occur after winter study to discuss the experiences.

Requirements: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting.

At the time of registration, interested students should send a resume and letter of interest to Paula Consolini.

No prerequisites. *Enrollment limit: 30.*

Cost to student: approximately \$15 for readings, student covers transportation costs to and from internship site.
CATHY JOHNSON and PAULA CONSOLINI (Instructors)

Paula Consolini, Ph.D. (UC Berkeley, 1992) is the Coordinator of Experiential Education at Williams and supervisor of the North Berkshire Volunteer Income Tax Assistance Program.

PSCI 25 Williams in NOLA

This winter study will give students a first-hand, community level understanding of New Orleans culture and the impact of Hurricane Katrina, framed by an academic understanding of the same. Students will be in New Orleans for the first two weeks of the Winter Study period. During that time, they will be involved in rebuilding projects in New Orleans through Common Ground (a grass-roots recovery organization), Tulane's Semester in NOLA program, or possibly Habitat for Humanity. Projects may involve demolition, rough carpentry, painting, landscaping, or other manual labor in residential areas, or assisting in restoration of city facilities such as libraries, museums, schools, etc.

Concurrent with the rebuilding/restoration projects, students will also participate in interdisciplinary studies (coordinated through Tulane's Semester in NOLA) looking at New Orleans' culture, heritage, and geography, the evolution of the city's pre-Katrina configuration, the events of Katrina's onslaught and its aftermath, and the political, economic, and social impact of Katrina.

In addition to the exposure through their own work, students will have a tour/lecture on the construction and geology of the levee system, and how and where it failed, and a tour of some of the area outside New Orleans proper, where the storm alone (as opposed to levee failure) was responsible for the damage. Students will be given readings from *Breach of Faith* by Jed Home, *One Dead in Attic* by Chris Rose, and *Rising Tide* by John Barry, and possibly other references, as well as viewings of Spike Lee's documentary "When the Levees Broke." Speakers will include faculty from Tulane, a state representative from New Orleans, and residents of New Orleans, including the Lower Ninth Ward.

Students will also have the opportunity to have discussions, both amongst themselves and facilitated by faculty, about their experiences. When students return to Williams for the third of winter study, they will continue these discussions and some students will do presentations for the class.

Written requirements and grading: Students will be expected to keep a journal during their stay in New Orleans, reflecting on and (ideally) integrating their readings and their experiences. If appropriate, students may also choose to develop a presentation to be offered to the Williams community early in the second semester.

Enrollment limit: 15. Not open to first-year students.

Cost to student: \$1000.

JAMES SAMENFELD-SPECHT '74 (Instructor)
C. JOHNSON (Sponsor)

James Samenfeld-Specht graduated from Williams in 1974 and was one of 17 participants in Williams at Home in 1972. He is now a child psychiatrist, currently practicing and living in Maine.

PSCI 26 Exploring Trade Justice (Same as Anthropology 26, Economics 26, Environmental Studies 26, and Latina/o Studies 26)

(See under ECON 26 for full description.)

PSCI 31 Senior Thesis

To be taken by students registered for Political Science 493-494.

PSCI 32 Individual Project

To be taken by students registered for Political Science 495 or 496.

PSYCHOLOGY

PSYC 10 Peer Support Training

Peer Support Programs are being implemented at colleges and universities here and abroad. The Psychological Counseling Service is developing such a program for our campus, the Good Neighbor Program. Good Neighbors will be students trained to offer support to others over a range of personal difficulties. This course will prepare you to be an active listener, to help others feel more comfortable with social, academic, and personal relationships, and to assist others in making decisions without giving advice. You will learn how to communicate about sensitive issues and develop identity in the helping role. Emphasis will be given to learning one's limits within a given situation, knowing when to refer to other resources, and what resources are available to students. This course is a prerequisite for the Good Neighbor Program as well as providing broadly applicable helping skills that you can apply in any interpersonal role such as Peer Health, Junior Advisor, or Baxter Fellow.

We will meet twice a week for 4 hour sessions. As a largely experiential training, most of the work comes in class, but there will also be regular out of class assignments designed to deepen your understanding and practice of helping skills.

Evaluation is based on participation, attendance (mandatory for the Good Neighbor Program), and a final class

Winter Study Program

project.

Open to first-years, sophomores, and juniors. Enrollment limit: 16.

Cost to student: \$20.

Meeting time: TBA.

KAREN THEILING (Instructor)

HEATHERINGTON (Sponsor)

Karen Theiling is a staff psychotherapist at Williams College Psychological Counseling Services and a licensed mental health counselor in private practice in North Hampton, Massachusetts.

PSYC 11 GET A JOB! Find a Fulfilling Career Path that Fits Your Personality (Same as Chemistry 12 and Special 20)

(See under CHEM 12 for full description.)

PSYC 12 Women's Work: Pregnancy, Childbirth, and Postpartum Experience

This course will consider the range of women's experiences surrounding pregnancy and childbirth. Among the topics we will cover are alternative birthing choices (midwifery, homebirth, water-birth), the medicalization of childbirth, the experiences of infertility and post-partum depression, and attitudes regarding breastfeeding. We will view documentaries about pregnancy and childbirth, including films of labor and delivery, hear from a number of local professionals, such as a midwife, a doula, a childbirth educator, and a lactation consultant, and take a tour of a birthing center.

Evaluation will be based on a 10-page paper, class presentation, and participation in class discussions.

No prerequisites. *Enrollment limit: 10. Preference based on seniority.*

Cost to student: \$30 for photocopying expenses.

Meeting time: afternoons.

KRISTEN SAVITSKY (Instructor)

HEATHERINGTON (Sponsor)

Kristen Savitsky holds a Bachelor's of Science degree in nursing and has worked as a labor and delivery nurse.

PSYC 15 Ephquilts: An Introduction to Traditional Quilting

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: *Pieces of the Past* by Nancy J. Martin; *Stitching Memories: African-American Story Quilts* by Eva Ungar Grudin; *Sunshine and Shadow: The Amish and Their Quilts* by Phyllis Haders; *A People and Their Quilts* by John Rice Irwin; *Treasury of American Quilts* by Cyril Nelson and Carter Houck; *The Quilt: New Directions for an American Tradition*, Nancy Roe, Editor. Requirements: attendance of all classes (two field trips inc), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects.

Evaluation will be based on 2 projects: a techniques sampler quilt and a quilt of student's choosing (to be approved by instructor) and participation in exhibit.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$200 for materials and supplies.

Meeting time: 2-4 p.m., three days each week.

DEBRA ROGERS-GILLIG (Instructor)

HEATHERINGTON (Sponsor)

Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for 30 years, and teaching classes and coordinating shows and exhibits for 25 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

PSYC 16 Rhythm Based Communication

This course will explore the theoretical and practical intersections of rhythm-based communication, conflict studies, and conflict resolution. Students will study the foundations of each discipline and practice the tools, techniques, and strategies associated with drum circles and mediation, such as mindful listening, reflective inquiry, and facilitation. This course will culminate in an original curricular design project and students will be encouraged to pilot their projects with local school-aged youth in order to realize the emerging potential for future educational applications of rhythm based conflict resolution. Evaluation: group public presentation of final project.

No prerequisites. Beginning and experienced drummers welcomed. *Enrollment limit: 20. If the course is overenrolled, students will be asked to write a brief interest statement to determine eligibility.*

Cost to student: \$75 for drums and materials.

Meeting time: afternoons.

OTHA DAY (Instructor)

HEATHERINGTON (Sponsor)

Otha Day leads drum and rhythm circles for pre-schools, elementary and high schools, colleges, libraries, private family gatherings, wellness centers, spiritual and religious events, and corporate functions. Otha is a trained teacher and professional musician who has been operating a successful private piano teaching studio for more than 25 years teaching Classical and Jazz piano to students of all ages and levels from pre-school through university piano performance majors.

PSYC 19 Psychology in Action

This course gives students two opportunities to do a full-time placement during winter study either in a hospital, mental health or social service agency, legal firm, industry, consulting, or research setting in which work of a psy-

Winter Study Program

chological nature is done, or in a classroom at Mt. Greylock Regional High School or at Williamstown Elementary School. For the former, during the fall semester, students are responsible for locating their own potential placements and consulting with the course instructor about the suitability of the placement before the winter study registration period. Students should provide the course instructor with a brief description of the proposed placement, noting its relevance to psychology, and the name of the agency supervisor. *Before Thanksgiving break*, the student must provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during winter study. For the latter (school placements), 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. *Before winter study registration*, interested students should consult with Professor Zaki, Bronfman 300. She will assist in arranging placements and monitor students' progress during the four-week period. Evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections as drawn from a daily journal, and the supervisor's evaluation. Prerequisite: Approval of Professor Zaki is required. *Enrollment limit: number of places available at the two participating schools up to a total of 20 in both placements.* Cost to student: travel expenses in some cases.

ZAKI

PSYC 22 Introduction to Research in Psychology

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course.

Evaluation will be based on the quality of research participation, student's lab journal and either an oral presentation or a written 10 page report of the research project.

Required activities: A minimum of 20 hours per week of research participation will be expected of each student.

Prerequisite: permission of instructor. *Enrollment limit: space available in faculty research labs.*

Student selection criteria: Decision will be based on evaluation of departmental application and number of faculty available as mentors.

Cost to student: none.

Meeting time: mornings.

KIRBY

PSYC 31 Senior Thesis

To be taken by students registered for Psychology 493-494.

N. SANDSTROM

RELIGION

REL 10 Meditation-Based Stress Reduction: Adopting a Mindfulness Practice (Same as ANSO 10)

(See under ANSO 10 for full description.)

REL 11 The Films of Ezzatullah Entezami

Most approaches to contemporary Iranian cinema focus on the great directors. This course will attempt to cut a different line through that material by focusing on the films of one actor. No actor has been more central to the efflorescence of Iranian film than Ezzatullah Entezami. He has worked with almost all of Iran's greatest directors. From his debut film in 1969, *Cow*, (directed by Dariush Mehrjui) in which he played a simple peasant driven mad by the loss of his beloved cow and the well-meaning duplicity of his fellow villagers to his riff on that role in *Nasir ud-Din Shah, Cinema Actor*, (1992) (with Makhmalbaf) to his more recent roles of old age including *Twilight* (2001) and *Judgment* (2005) (with Masud Kimiai) his films have traversed both a personal and historical arc central to understanding contemporary Iran. In this course we will view and discuss eight of his films, setting them in both their historical and cultural context. We will meet eight times to watch a total of eight films. Students will read selected articles on the history of Iranian cinema and prepare two page responses to each film.

No prerequisites. *Enrollment limit: 10.*

Cost to student: \$20 for readings.

Meeting time: TBA.

DARROW

REL 12 Create Your Life with Yoga

This class explores the multifarious yoga tradition to lay out resources and techniques you can use to create your life. By integrating textual studies and personal practice, you take your place as a creative innovator employing the resources of yoga. Analysis of classic yoga texts from India provides a historical, cultural, and philosophical background. Class discussions consider key yogic concepts and how they relate to contemporary life, and yoga practice sessions explore how these themes play out, both on and off the yoga mat. Based on the powerful technology of Anusara Yoga, you learn how to create your own effective home practice. As you gain familiarity with the basics of human anatomy and receive individualized attention on how to work with your particular body, your practice becomes even more effective. Creatively interacting with the yoga tradition can facilitate greater physical accomplishment and ease, prompt explorations of ethical dilemmas and philosophical questions, and reveal ways to reduce stress and optimize your energy. This class aims to provide an overview of the traditional and contemporary dimensions of yoga, and to empower each participant to draw upon this tradition to manifest a fulfilling, life-enhancing personal yoga practice.

Required Texts: *The Yoga Sutras*, *The Bhagavad Gita*, *Hatha Yoga Illustrated*, and related articles.

Evaluation is based on attendance and participation in all classes and sessions, as well as a personal practice jour-

Winter Study Program

nal, a research bibliography and oral presentation, and a final paper reflecting on the course.
Prerequisites: Apply by email explaining your experience and interest in the class to Natasha.Judson@gmail.com.
Cost to student: approximately \$70. For your health, please bring your own yoga mat.
Meeting time: afternoons, three two-hour sessions/week.

NATASHA JUDSON (Instructor)
BUELL (Sponsor)

Natasha Judson, M.Ed., RYT, Certified Anusara Yoga Instructor has been teaching yoga in Williamstown since 1999. She first practiced yoga as a teen in Pittsburgh, and took it up again when she became a high school teacher in Vermont. She has practiced Ashtanga and Iyengar Yoga, completing a two-year teacher training with Patricia Walden. She completed an internship in Mindfulness Based Stress Reduction at UMASS Medical School and helps facilitate the annual Teen Retreat at Insight Meditation Society. Currently she studies several times each year with John Friend, the founder of Anusara Yoga.

REL 13 Monsters and the Monstrous in Japanese Religion and Popular Culture

Monsters have long figured prominently in Japanese cultural history. In the earliest chronicles, Japanese emperors did battle with giant spiders and married shape-shifting serpents. In medieval histories, wrathful demons attacked the imperial palace, winged-goblins haunted abandoned temples, and ghosts infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents and cannibalistic ogresses. In the later half of the nineteenth century, monsters began crossing over into the realm of fiction, but nonetheless popular novels and films continued to crawl with dark beasts.

This course will investigate the role of monsters and the monstrous in Japanese religion and popular culture. We will use a range of materials, including folktales, Buddhist exorcism manuals, short stories, medieval bestiaries, woodcut prints, and films, to explore central themes, such as the connection between the grotesque and the erotic, the problem of evil, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Requirements: participation, short responses and a 10-page paper to be submitted at the end of the course.

No prerequisites. All material is translated or subtitled in English. *Enrollment limit: 19. Preference given to Religion and Asian studies majors.*

Cost to student: approximately \$40.

Meeting time: afternoons.

JOSEPHSON

REL 25 Jerusalem: One City, Three Faiths, Many Narratives

Jerusalem excites the imagination, the emotions, and the spiritual aspirations for many people. An ancient city that was the locus of holiness and conflict for one hundred generations still retains that description today. Through the first half of Winter Study, we will engage readings, (primarily Karen Armstrong's *JERUSALEM*), class discussions, and additional study, to prepare for travel to Jerusalem. We will leave Williamstown on January 11, taking up residence in Jerusalem on Monday morning, the 12th, through Thursday the 22nd. Our study in Jerusalem will feature many walking tours to various neighborhoods and historic sites, and will bring Christian, Jewish, and Muslim teachers to present the complicated series of narratives that describe the mosaic of Jerusalem's three thousand year history. Our educational program in Jerusalem will be led by Ophir Yarden, education director for the Inter-religious Coordinating Council of Israel. When this course was offered in 2007, many students agreed that it was "the most amazing experience of my life!" Further information available from the instructor, Cantor Bob Scherr, Jewish Chaplain for the College: rscherr@williams.edu, x2483. *Not open to first-year students.*

Cantor ROBERT SCHERR (Instructor)
BUELL (Sponsor)

The instructor is Cantor Robert Scherr, Jewish Associate Chaplain for the College. I have traveled to Israel many times, led group tours there, and lived in Jerusalem for most of a year (1988-89). In 1998, traveling on the West Bank with the Compassionate Listening Project, I developed contacts with many people in East Jerusalem and the Palestinian neighborhoods nearby, with whom I have been in touch to develop the program for this trip. During my years as an instructor at Framingham State College, I frequently taught overviews of historical and contemporary Israel as a part of my own course on Judaism/Christianity/Islam, and in consultation with other instructors who sought my participation in teaching about the historical and political nuances of Israel and Palestine.

REL 31 Senior Thesis

To be taken by students registered for Religion 493 or 494.

ROMANCE LANGUAGES

FRENCH

RLFR S.P. Sustaining Program for French 101-102

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study period. There are three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

LIBERT and RENOUDARD (Teaching Associates)

RLFR 10 Astérix the Gaul: French Culture through the Prism of the Comic

The longevity and popularity of the Astérix comic strip series over successive generations of an international readership can be explained, in part, by its subtle and penetrating rendering of Europeanism through caricature. This course will examine some of the most enduring texts in the Astérix 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,

Winter Study Program

the idea of France, French provincial distinctiveness, France's view of a 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 *Astérix the Gaul*, *Astérix and the Normans*, *Astérix and the Mansions of the Gods*, *Astérix in Corsica*, *Astérix in Britain*, *Astérix in Switzerland*, *Astérix and the Goths*, and *Astérix in Belgium*. Analysis of the primary texts will be complemented by secondary cultural readings, especially those of Fernand Braudel and other prominent interpreters of 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.*

Cost to student: books and reading packet only.

Meeting time: mornings; 3 two-hour sessions per week.

NORTON

RLFR 14 Formidable French Film: Contemporary Cinema from France, Morocco, and Québec

While the English word *formidable* means "difficult to deal with," "inspiring respect or wonder," or "causing fear and alarm," the French word *formidable* signifies "marvelous," "amazing," and "extraordinary." This course proposes to look at recent French film that is formidable in every sense of the word. From the cobblestoned streets to the sprawling suburbs of Paris, from the beaches of Brittany to the cafés of Rouen, from the deserts of Morocco to the snows of Québec, French-language cinema has produced a number of politically and culturally formidable films during the past ten years. Many of the most dynamic films of the past decade have expressed the Francophone world's growing concerns with the effects of globalization on such diverse issues as: immigration, education, and employment; poverty, housing, and healthcare; sexuality, ethnicity, and family; the environment, imperialism, and war. This course will center on recent film from France and the Francophone world which addresses many of these current anxieties with great humor, emotional sensitivity, and political engagement. Among the colorful cast of characters we will encounter are a recent college graduate, a primary school teacher, a seductive stage actress, a platoon of young soldiers, a missing young musician, a frustrated young chef, a lovable truck driver, a vengeful governess, a cabaret singer, a handsome young farmer, a fashion photographer, a motorcycling rebel, and a pair of French-American lovers in Paris. Our film discussions will be complemented by readings from French film criticism, politics, and theory. Films to include Laurent Cantet's *Resources Humaines* (1999), Bertrand Tavernier's *Ça commence aujourd'hui* (1999), François Dupeyron's *C'est quoi la vie?* (1999), Agnès Jaoui's *Le Goût des autres* (2000), François Ozon's *Le Temps qui reste* (2005), Jean-Marc Vallée's *C.R.A.Z.Y.* (2005), Rachid Bouchareb's *Indigènes* (2006), Denis Dercourt's *La tourneuse de pages* (2006), Bernard Émond's *Contre toute espérance* (2007), Philippe Lioret's *Je vais bien ne t'en fais pas* (2006), Anna Gavalda's *Ensemble c'est tout* (2007), Olivier Dahan's *La Môme: Ma vie en rose* (2007) and Julie Delpy's *Deux jours à Paris* (2007). *Films in French with English subtitles. Discussions in English.*

Evaluation and requirements: active class participation and a 10-page paper in English.

No prerequisites. *Enrollment limit: 12. If overenrolled, preference given to Romance Languages,*

Comparative Literature, and Women's and Gender Studies majors.

Cost to student: approximately \$35 for readings.

Meeting time: 2-3 mornings per week.

MARTIN

RLFR 30 Honors Essay

To be taken by candidates for honors other than by thesis route.

RLFR 31 Senior Thesis

To be taken by students registered for French 493-494.

ITALIAN

RLIT S.P. Sustaining Program for Italian 101-102

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

NICASTRO

SPANISH

RLSP S.P. Sustaining Program for Spanish 101-102

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

TEACHING ASSOCIATES

RLSP 12 The Golden Age of Mexican Film

After the arrival of cinematography in Mexico City in 1896, images of daily life in Mexico were seen around the globe. By the mid-Thirties, the Mexican film industry was a strong producer of films. In this course students will have the opportunity to view and discuss a variety of films directed in Mexico during the Golden Age (30's-60's) and the independent period of the 70's by prominent contemporary Mexican film-makers such as Fernando de Fuentes, Juan Bustillo Oro, Emilio "El Indio" Fernández, Arturo Ripstein and others. Our discussions will be based on the films themselves and how they portray the country's values, folklore, and approach to exposing social evil at the time.

This class will be conducted in Spanish. The theoretical and background readings will be provided both in English

Winter Study Program

and Spanish, however most of the films to be screened are in Spanish.

Evaluation will be based on class participation and a final 10-page paper will be due at the end of the course.

Prerequisites: any RSP 200-level or higher course. Students must prove proficiency in language either with Placement Test results or evidence of classes taken at required levels. *Enrollment limit: 12.*

Cost to student: none.

Meeting time: afternoons.

PAULINA SALAS-SCHOOFIELD (Instructor)

ROUHI (Sponsor)

Paulina Salas-Schoofield is resident of Oaxaca, Mexico. During the past 12 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 16 Music Circus: John Cage and His World (Same as Music 16)

This course will explore the works, ideas, and influence of John Cage, possibly the most important American composer of the twentieth century, and other composers, artists, and movements such as Fluxus with which he was associated. Students will study his work through scores and writings as well as perform his music, create compositions using procedures such as chance operations, and build and work with many of his instrumental inventions and innovations, from the prepared piano to the amplified cactus. The class will conclude with a "Music Circus," a multi-location musical performance using instruments, radios, organic matter, and found sounds, and incorporating poetry, dance, and art, often simultaneously. This class is open to all instrumentalists, vocalists, and composers with an interest in Cage, as well as students with a background in dance, theater, writing, or visual arts. While the focus will be on Cage's music, students from other disciplines will be welcome to contribute final projects in their chosen medium. Class will meet three times a week with sessions divided between presentations, discussion, listening, and rehearsal. Additional time will be required for practice and rehearsal outside of class. Evaluation will be based on preparation for class meetings and rehearsals, smaller projects on class topics, and final projects for the "Music Circus."

Prerequisites: Students must have a background in music, dance, writing, or visual arts. *Enrollment limit: 20. If the course is overenrolled, prospective students will be asked to submit a statement of interest and description of their previous experience.*

Cost to student: \$30.

Meeting time: mornings.

MATTHEW GOLD (Instructor)

ROUHI (Sponsor)

Matthew Gold is a member of the percussion trio TimeTable, the Glass Farm Ensemble, and the multi-media chamber group Sequitur. An advocate of new music, he has commissioned and premiered numerous new works and has performed frequently with the Argento Chamber Ensemble, Da Capo Chamber Players, New York New Music Ensemble, Ahn Trio, SEM Ensemble, Chamber Music Society of Lincoln Center, Alarm Will Sound, New Juilliard Ensemble, and has been a member of the Aspen Contemporary Ensemble. He appears regularly with the Mark Morris Dance Group, and was the percussionist for the Lincoln Center Theater production, *The Light in the Piazza*. While based in New York City, Mr. Gold is an instructor of percussion at Williams College where he directs the Williams Percussion Ensemble and serves as principal percussionist in the Berkshire Symphony.

RLSP 30 Honors Essay

To be taken by candidates for honors other than by thesis route.

RLSP 31 Senior Thesis

To be taken by students registered for Spanish 493-494.

RUSSIAN

RUSS S.P. Sustaining Program for Russian 101-102

Required of all students enrolled in Russian 101-102. Three meetings per week, 50 minutes per session. Practice in speaking and comprehension based on material already covered as well as some new vocabulary and constructions. Designed to maintain and enhance what was acquired during fall semester, using new approaches in a relaxed atmosphere. No homework.

Regular attendance and active participation required to earn a "Pass." Open to all.

Meeting time: mornings; 9-9:50 a.m.

INYASHKIN

RUSS 25 Williams in Georgia (Same as Special 25)

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in internships in their chosen field of interest in a country that is undergoing the transition to a market economy and democracy. Past students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian sculptor, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. Students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course students will write a 10-page paper assessing their internship

Winter Study Program

experience. *Knowledge of Russian or Georgian is not required.*
Evaluation will be based on a 10-page paper assessing the internship experience.
No prerequisites. *Enrollment limit: 8. Not open to first-year students.*
Cost to student: approximately \$2000.

GOLDSTEIN

RUSS 30 Honors Project

May be taken by candidates for honors other than by thesis route.

RUSS 31 Senior Thesis

To be taken by students registered for Russian 493-494.

SOCIOLOGY—See under ANTHROPOLOGY AND SOCIOLOGY THEATRE

THEA 12 Welcome to the Dollhouse: Playing with Dolls, From Barbie to The Sims (Same as Comparative Literature 12 and Computer Science 12)

Ready to play? This interdisciplinary course will explore how and why we play with dolls, ending with a creative project in which students will design and construct their own dolls in either virtual or material form. From Raggedy Ann and G.I. Joe to Cartoon Dolls and Mortal Kombat, dolls promote imagination in children but also encode social and behavioral patterns that can remain with us into adulthood. How are these patterns established through active play, performance and narration? How does doll playing reify or subvert racial, gender or class-based stereotypes? What are the spatial or virtual habitations of dolls and how do they govern a player's behavior? How does virtual doll playing promote the construction of alternative identities? We will study this topic through historical research, web-based interaction, film viewing, active and virtual play with dolls, attendance at a local American Girl Club meeting, and a field trip to The Strong Museum (National Museum of Play) in Rochester, NY. Evaluation will be based on participation in all required activities, active reading, a 5-page "performance history" paper, and a creative "doll making" project.

No prerequisites. *Enrollment limit: 12.*

Cost to student: \$10.

Meeting time: mornings.

HOLZAPFEL

THEA 13 Ensembles in Classic American and European Musical Theatre

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. Music from Stephen Sondheim's "A Little Night Music" will be the central focus. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models such as Franz Lehar's *The Merry Widow* may also be included. Singers, actors, and pianists are all welcome to participate.

A student may fulfill the requirements of the course by performing, writing a 10-page discursive paper, or some combination of the two approved by the teacher.

No prerequisites. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: afternoons.

KEITH KIBLER (Instructor)

BAKER-WHITE (Sponsor)

Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an adjunct teacher of singing at Williams College. He can be reached at kibler@verizon.net.

THEA 14 Winter Theatre Lab: Advanced Scene Study

This course will focus on crafting a theatrical performance through the exploration of the relationships and personal engagement inherent in two person scenes. Texts will include Miller, Williams, Chekhov and Wilson, as well as more contemporary playwrights. Classwork will concentrate on breaking down individual scenes and performances, embracing new perspectives, and developing the emotional and intellectual foundation that allows an actor to "live" the given circumstances of the scene. The goal is to train and develop the actor's instinctual approach to performance as well as his or her vocal and physical instrument. Students will be expected to do extensive text work, and memorize and rehearse (with an assigned partner) outside of class. Students will also engage in basic Meisner, clown and relaxation exercises as a group. Class will meet twice a week for three hours with additional class time as needed.

Evaluation will be based on a public presentation.

Prerequisites: Theatre 103. *Enrollment limit: 12.*

Cost to student: none.

Meeting time: afternoons.

KEVIN O'ROURKE '78 (Instructor)

BAKER-WHITE (Sponsor)

Kevin O'Rourke, has performed on Broadway, off-Broadway, in television and motion pictures and has directed at the Williamstown Theatre Festival, Acadia Rep and other regional and off-Broadway companies. He serves as the Artistic Director of the Williams College Summer Theatre Lab.

THEA 15 What's Playing on American Stages

The course will look at which plays are being done in regional theatres across the country as well as in New York City. Students will be expected to read and discuss several of these plays. We will visit New York as a class twice:

Winter Study Program

once at the beginning of Winter Study for a weekend of play-going and information gathering; once toward the end, to see a final production—to be decided by the class.

Evaluation will be based on a theatrical review of one of the productions we will have seen.

Prerequisites: any Theatre course. *Enrollment limit: 10.*

Cost to student: \$150 for theatre admissions.

Meeting time: afternoons.

EPPEL

THEA 25 Shakespeare on the British Stage: Understanding Performance (Same as English 25)

(See under ENGL 25 for full description.)

THEA 26 Fashionable London: Clothing and Fetishism from Victorian Street to Westwood Catwalk (Same as ArtH 25, History 25 and Women's and Gender Studies 25)

(See under HIST 25 for full description.)

THEA 32 Senior Honors Thesis

(See description of Degree with Honors in Theatre on page 308.)

WOMEN'S AND GENDER STUDIES

WGST 12 Preliminary Introduction to American Sign Language (Same as Linguistics 12 and Special 12)

(See under LING 12 for full description.)

WGST 24 Youth, Gender and Social Activism in Tanzania (Same as Africana Studies 25)

(See under AFR 25 for full description.)

WGST 25 Fashionable London: Clothing and Fetishism from Victorian Street to Westwood Catwalk (Same as ArtH 25, History 25 and Theatre 26)

(See under HIST 25 for full description.)

WGST 30 Honors Project

To be taken by candidates for honors other than by thesis route.

SPECIALS

SPEC 10 Quest for College: Early Awareness in Berkshire County Schools

Today's extremely competitive higher education market places significant pressure on students nationwide to start planning for college at an increasingly early age while simultaneously demanding ever-higher standards of excellence for admission to top schools. "Early Awareness" initiatives aim to educate middle school students as to what lies ahead on the college horizon, empowering them to make sound academic and extracurricular choices that will keep open a maximum of options. The first week of this course will be spent in the classroom, exploring and discussing problems and issues germane to the national trends towards greater (and earlier) college-related pressures.

Students will respond to a series of readings dealing with such issues as tracking, paid test preparation and untimed testing, early decision, parental and peer pressures, special interests, misrepresentation of information, independent counseling, and others. Class time will also be devoted to familiarizing students with both the nuances of the college admission process, visiting other higher educational institutions in Berkshire County, and learning how to facilitate the early awareness game, Quest for College. Students will spend the next two weeks visiting 10-12 Berkshire County middle classes, administering the game. If student and community interest is sufficient, the course may culminate in a public presentation and open forum regarding early college awareness initiatives.

Evaluation will be based on completion of field work (school visits), organization 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 experience working with middle school aged youth, b) students who can be approved to operate college vehicles c) juniors and seniors. Interested students must consult with the instructor prior to registration.*

Cost to student: reading packet and meals while off campus.

Meeting time: mornings.

GINA COLEMAN '90 (Instructor)

WSP COMMITTEE (Sponsor)

Gina Coleman '90 is Associate Dean of Students and Head Women's Rugby Coach. Coleman, who holds a Ph.D. in Educational Leadership and Policy from the University of Nebraska, designed the early college awareness board game used in the course, Quest for College.

SPEC 11 Science for Kids (Same as Chemistry 11)

(See under CHEM 11 for full description.)

SPEC 12 Preliminary Introduction to American Sign Language (Same as Linguistics 12 and Women's and Gender 12)

(See under LING 12 for full description.)

SPEC 13 Bodies in Motion: Introduction to Dance Composition

This studio course is a workshop in creating dance choreography. We will focus on unlocking students' individual creativity through improvisation, characterization, imagery, collaboration, explorations of space, etc. We will also study the work of master dance makers from diverse forms of dance through film viewings and readings, including Stuart Hodes' text, *The Map of Making Dances*.

Winter Study Program

Requirements: Attendance, active participation in showings and feedback sessions, and performance of a final project. Students will be expected to view film assignments and to work on their choreographic studies and final projects outside of class time. Students will keep a process notebook to be handed in at the end of the course. We will meet for 2 three-hour sessions a week, which will include a movement warm-up and in-class composition exercises.

Evaluation will be based on attendance and final project showing.

Prerequisites: experience in a form of dance performance and/or technique. *Enrollment limit: 10. Preference given to members of campus dance performing groups.*

Cost to student: \$30.

Meeting time: afternoons.

ERICA DANKMEYER '91 (Instructor)
BURTON (Sponsor)

Erica Dankmeyer (Williams Class of '91) dancer, choreographer and teacher, was a Soloist with the Martha Graham Dance Company for 10 years, is a faculty member of the Martha Graham School of Contemporary Dance in NYC, and has taught and performed internationally. She creates and produces her own work for her group, Dankmeyer Dance Company. She will be Visiting Lecturer in Humanities and Dance at Williams beginning Fall 2008.

SPEC 14 Ballroom Dance: History, Practice and Performance

Students will learn the history of Ballroom Dance, starting with the court of Louis XIV through to the present revival. We will learn how to Waltz, Fox-trot, Swing, Cha Cha, and Tango. Each student will be responsible for a research paper on an aspect of ballroom dance (e.g., Fred Astaire's contribution). Each student, along with a partner, will prepare a choreographed ballroom dance performance for the end of Winter Study.

Evaluation will be based on the extent and quality of their research paper and the inventiveness of their choreography.

No prerequisites. *Enrollment limit: 30.*

Cost to student: \$100.

Meeting time: two hours, three afternoons a week. Students will be expected to spend an additional two hours a day on their research paper and/or their choreography.

BARBARA ROAN (Instructor)
S. BURTON and H. SILVA (Sponsors)

Barbara Roan has danced and toured in the companies of Erick Hawkins, Don Redlich, Remy Charlip, Rudy Perez, and Rod Rogers. She is currently the director of Fall Foliage Follies, a musical/dance review. Ms. Roan, with partner Danny Michaelson, teaches ballroom dance in Bennington and Manchester, Vermont and Williamstown, Massachusetts.

SPEC 15 Ski Patrol Rescue Techniques: Outdoor Emergency Care CPR

The course is in three parts. When successfully completed, it will lead to certification as a National Ski Patrol member and certification in Professional Rescue CPR. It will also be designed to teach wilderness and outdoor emergency techniques.

The Winter Outdoor Emergency Care Course designed by the National Ski Patrol is the main ingredient. It will be supplemented by the Red Cross CPR/AED for the Professional Rescuer. An additional 18-hour outdoor on hill course in Ski Patrol rescue techniques will be taught. Passing all three courses will certify the student as a National Ski Patrol member if he/she is a competent skier.

The course will deal with and teach how to treat wounds of all types, shock, respiratory emergencies, poisoning, drug and alcohol emergencies, burns, frostbite and other exposures to cold, also bone, joint, and back injuries, and sudden illnesses such as heart attacks, strokes, convulsions, etc. It will also teach the use of all splints, backboards, bandages, and other rescue equipment. It will teach extrication and unusual emergency situations and the use of oxygen.

The outdoor course will include rescue toboggan handling, organization of rescues, and outdoor practical emergency care.

Classroom work will include lectures, seminars, and practical work. There will be a mid-term and a final exam which will be both written and practical. *Attendance at all classes is mandatory. Enrollment limit: 18.* Students will be chosen on the basis of skiing interest and ability and prior first aid experience.

Cost to student: approximately \$100 for materials, books, and registration fees.

Meeting time: Each week, there will be 17 hours of classroom work plus 8 hours of practical outdoor work at Jiminy Peak ski area.

JAMES BRIGGS and SUE BRIGGS (Instructors)
WSP COMMITTEE (Sponsor)

Jim Briggs is a certified OEC instructor, CPR instructor and former Director of the Williams Outing Club. Sue Briggs is a certified OEC Instructor.

SPEC 16 The Social History and Craft Form (Same as Mathematics 16)

(See under MATH 16 for full description.)

SPEC 17 Social Entrepreneurship

This course will use interactive case studies, guest appearances, readings, and extensive discussion to introduce the burgeoning field of social entrepreneurship. For this course, social entrepreneurship will be defined as individuals and organizations that develop innovative and systematic solutions to social problems. The focus of the course will be on the following areas: (1) entrepreneurs, their motivations, skill sets, and leadership capabilities and limitations; (2) innovative solutions that are either working or have promise to solve some of society's intractable problems; and (3) various organizational models that are being employed to advance these creative solutions. The study of these models will include the role of mission, objectives, strategy, and tactics as well as the challenges and opportunities social enterprises face as they attempt to take their solutions to scale. We will discuss the various

Winter Study Program

sources of funding, including venture philanthropy and income generation, and how success and “return on investment” is measured. Finally, we will discuss the trends, challenges, and major players in the social entrepreneurship arena.

Students should expect to make a significant time commitment to the course. Classes will meet an average of three times per week for three hours in the morning. For those who desire, discussion and conversations will continue over lunch. Guests will be involved with the day’s case(s) and will stay through lunch after class to discuss their professions and daily work lives.

Students will be evaluated 85% discussion, 15% final 10 page paper or the equivalent.

No prerequisites. *Enrollment limit: 16.*

Meeting time: mornings.

Cost to student: \$50-\$75, which will cover the costs of books and cases.

MIKE STEVENS '73 (Instructor)
WSP Committee (Sponsor)

Mike Stevens '73 was President of New England Capital Management, Inc., an acquisition company in Boston, MA that he co-founded in 1989. In 2005, he and his partner sold the bulk of the firm’s holdings. Since then he has been involved in various pursuits, including aiding non-profits and social entrepreneurs and teaching. He is a 1976 graduate of Stanford Business School and a 2005 graduate of the Harvard Kennedy School of Government.

SPEC 18 Modern Dance—Muller Technique (Same as Mathematics 13)

(See under MATH 13 for full description.)

SPEC 19 Medical Apprenticeship

Firsthand experience is a critical component of the decision to enter the health professions. Through this apprenticeship, students can clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Apprenticeships are arranged in two distinct ways: some students live on campus and are matched with a local practitioner, while others make independent arrangements to shadow a distant professional. The expectation is that each student will observe some aspect of medicine for the better part of the day, five days per week. In recent years, students have shadowed physicians, veterinarians, dentists, nurses, and public health experts.

A 5-page reflective paper is required, as is attendance (for those shadowing near campus) at three Tuesday evening programs. Students will meet from 6:30-8:30 p.m. over dinner to hear from invited speakers from the medical community as a stimulus to discussion about their apprenticeship experiences.

Prerequisites: Interested students must attend an information meeting in early October.

Local enrollment is limited by the number of available practitioners. Preference for placements will be given on the basis of seniority and demonstrated interest in the health professions.

Cost to student: Local apprenticeships-vaccinations and local transportation. Distant apprenticeships-costs will vary based upon location.

TEACHING ASSOCIATES (Instructors): DAVID ARMET, P.T.; CHILDSY ART, M.D.; VICTORIA CAVALI, M.D.; JENNIIFER DEGRENIER, M.D.; MARIANNE DEMARCO, M.D.; PAUL DONOVAN, D.O.; STUART DUBUFF, M.D.; RONALD DURNING, M.D.; DAVID ELPERN, M.D.; ROBERT FANELLI, M.D.; MICHAEL GERRITY, M.D.; WADE GEBARA, M.D.; DAVID GORSON, M.D.; EUGENE GRABOWSKI, M.D.; LAURA JONES, D.V.M.; JOSHUA KLEEDERMAN, D.M.D.; WILLIAM KOBER, M.D.; JONATHAN KRANT, M.D.; WILLIAM LEVY, M.D.; PAUL MAHER, M.D.; RONALD MENSCH, M.D.; CHARLES O'NEILL, M.D.; JUDY ORTON, M.D.; FERNANDO PONCE, M.D.; DANIEL ROBBINS, M.D.; OSCAR RODRIGUEZ, M.D.; SCOTT ROGGE, M.D.; PAUL ROSENTHAL, M.D.; ANTHONY SMEGLIN, M.D.; KATHERINE WISEMAN, M.D.; JEFFREY YUCHT, M.D.; CHI ZHANG, M.D. and others.

JANE CARY
Health Professions Advisor

SPEC 20 GET A JOB! Find a Fulfilling Career Path that Fits Your Personality (Same as Chemistry 12 and Psychology 11)

(See under CHEM 12 for full description.)

SPEC 21 The Psychology of the Workplace; a Field Study with Williams Alumni/Parents

Field experience is a critical component of the decision to enter a profession. Through this field study, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. Field placements are arranged in two distinct ways: some students live on campus and are matched with a local professional, while others make independent arrangements to work with a distant professional. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-and-a-half week duration of the course depending upon appropriateness.

Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience.

Method of evaluation: It is expected that students will complete assigned readings, keep a daily journal, and write a 5-page expository review and evaluation that will become public record as a resource for other students. Finally, the student will be expected to create a 20-minute Powerpoint presentation on his/her experience due at the end of Winter Study. If possible the student will make a presentation to fellow students at some time during the spring semester.

Required activities and Meeting time: The expectation is that each student will be in the field to observe some

Winter Study Program

aspect of the profession for the better part of the day, five days per week. In addition to observation there may be an opportunity to work on distinct projects generated by the instructor depending upon appropriateness.

Prerequisites: interested students must attend an information meeting in early October, and meet individually with John Noble to go over the details of their placements. Preference for placements will be given on the basis of seniority and demonstrated interest in the profession of interest.

Enrollment is limited by the number of available teaching associates (maximum 20). Preference for placements will be given on the basis of seniority and demonstrated interest in the profession of interest.

Meeting time: each student will be in the field to observe some aspect of the profession five days per week, at least 6 hours per day.

Cost to student: Local apprenticeships-local transportation. Distant apprenticeships-costs will vary based upon location, but are the responsibility of the student.

Teaching Associates (instructors): Williams College alumni and parents of current Williams students will be recruited to become instructors for this course. A broad range of professions will be represented as the course develops. Alumni and parents will receive a training packet and individual orientations with the course director in person or via telephone conference.

JOHN NOBLE, Director of Career Counseling (Sponsor)

SPEC 24 Eye care and Culture on the Atlantic Coast of Nicaragua

Continuing the model of recent eye care winter studies in Nicaragua, the trip will follow a similar protocol. In cooperation with Ray Hooker, President of FADCANIC (The Foundation for the Autonomy and Development of the Caribbean Coast of Nicaragua) who has assisted us in all of our previous course and certain professors of the New England College of Optometry (specifically Dr. Bruce Moore, Dr. Nicole Quinn and Dr. Elise Harb) who have previously trained our students in the prescription of reading and distance glasses and have accompanied our trips, we are proposing a follow up course continuing our work of prescribing glasses and also the training of local medical personnel to prescribe and distribute glasses as a sustaining project. In preparation for this proposed trip, at the conclusion of our 2007 trip, we left approximately 2500 pairs of glasses and other materials and supplies in Pearl Lagoon for future work.

After a partial week of classes on campus on the culture and politics of Nicaragua and a weekend of training in the prescribing of glasses we would travel to Managua for a day of cultural visits (national museum, Masaya Volcano, Huembes market). We would then travel to Bluefields to continue our work of clinics as well as training local health care workers to prescribe and distribute reading and distance glasses. We would train and conduct clinics around Bluefields as well as in Pearl Lagoon.

Finally we would travel to Corn Island and possibly Little Corn Island to conduct some clinics as well as some training of health care workers. We would then return to Managua to spend the night and then return to the U.S. the next day.

The course would conclude with the sharing of specific incidents and insights that were important learning about ourselves and the developing world.

Enrollment limit: 14. Not open to first-year students.

Cost to student: \$2500.

ROBERT PECK (Instructor)
WSP COMMITTEE (Sponsor)

Dr. Robert Peck, retired Director of Athletics at Williams (1971-2001), is a 24-year visitor and observer of Nicaraguan politics.

SPEC 25 Williams in Georgia (Same as Russian 25)

(See under RUSS 25 for full description.)

SPEC 26 Resettling Refugees in Maine (Same as Mathematics 26)

Sponsored by the Gaudino Scholar and the Gaudino Fund in 2008 and now again for 2009, this Winter Study travel course will allow a small group of students to live in Portland, Maine for the month of January, where they will explore the impact of over thirty years of refugee resettlement in the 'whitest' of the United States. Each student will live with a refugee family from one of the over two dozen countries represented by the refugee communities of Portland, and during her or his home stay will encounter first-hand the issues confronting recent immigrants to the United States from Southeast Asia, Africa, Eastern Europe or Latin America. Students will keep a daily journal to record their experiences working with their refugee family and the organizations that serve them. Students will be exposed to such issues as race, ethnicity, and national identity; the interplay of public and private values; the wide variety of educational, health, governmental, and religious agencies and providers serving refugee families; and how these services are perceived and received by family members. Students will meet weekly with the course instructor to discuss how their experiences are going; they will also have a chance to meet with a group of refugee and international students at the local community college, and with some State officials serving the multicultural communities. Students as a group will also have time in Maine at the beginning of the program for an orientation session, and at the conclusion to share experiences with each other and write a short reflection paper.

No prerequisites. If student interest exceeds the enrollment limit, preference will be given to those students who demonstrate, in a short conversation with and essay submitted to the instructor, their interest in experiential learning generally and the problems confronting recent immigrants to the United States specifically. *Enrollment limit: 6. Not open to first-year students.*

Cost to student: \$550 plus travel to and from Portland, Me.

JEFF THALER '74 (Instructor)
BURGER (Sponsor)

Jeff Thaler '74 participated in Williams-at-Home with Professor Robert Gaudino in 1971-72. After Professor Gaudino's death in 1974, Jeff and some other alumni developed an initiative that eventually became the Gaudino Memorial Fund. Jeff served on the Board of the Fund for many years, including service as its Chair. Since 1974, Jeff graduated from Yale Law School in 1977, worked as a public defender in New York City from 1977-79, and

Winter Study Program

has lived in Maine since 1979, where he has worked as a trial and environmental attorney. He has taught environmental law as an adjunct professor at the Maine Law School, as well as family law as an adjunct professor at Bowdoin College. Jeff directed this WSP in January 2008; has worked as a mentor for a Sudanese student attending Portland High School; and has worked as a group facilitator for the past seven years at the Center for Grieving Children in Portland.

SPEC 27 Looking at Contemporary Documentary Photography) (Same as ArtH 12 and English 12)

(See under ENGL 12 for full description.)

SPEC 28 Teaching Practica in New York City Schools

Open to Sophomores, juniors and seniors who are interested in working in various kinds of public schools in New York City. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations in NYC from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience.

The Course Instructor will conduct orientation meetings with students prior to January, matching each student's interests with appropriate teaching subject area(s) and a host school.

Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at \$400 for the term. Further assistance is available for financial aid students.

Evaluation will be based on a journal and a 5-page paper.

No prerequisites. *Enrollment limit:* 20.

Cost to student: \$400.

Meeting time: off-campus fieldwork: daily 8:30 a.m.-3 p.m. and weekly seminar dinners.

TRACY FINNEGAN (Instructor)

WSP COMMITTEE (Sponsor)

Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

SPEC 35 Making Pottery on the Potter's Wheel

Each class will begin with a lecture-demonstration, followed by practice on the potter's wheel. Each student will have the use of a potter's wheel for each class. We will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes as required by trimming and adding handles, lugs, lids, spouts, and knobs. We will also work on several different handbuilding projects. After the tenth class session, all class work will be biscuit-fired. The eleventh class will be devoted to glazing the biscuit-fired pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired. The last meeting will be devoted to a "final project" gallery show of your best work. 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 or pottery-making experience necessary. *Enrollment limit:* 9.

Cost to student: \$215 lab fee, plus makeup class fees (\$37.50 per class) if applicable.

Meeting time: mornings.

RAY BUB (Instructor)

WSP Committee (Sponsor)

Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All classes except the final project exhibition take place at Oak Bluffs Cottage Pottery.

SPEC 39 "Composing a Life:" Finding Success and Balance in Life After Williams

To be at Williams you have learned to be a successful student, but how do you learn to be successful in life? How will you define success in both your career and in your personal life? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer college students an opportunity to examine and define their beliefs, values, and assumptions about their future personal and professional lives before entering the "real" world; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices.

Requirements: regular attendance, class participation, field interview, and a 10-page final paper. Weekly assignments include cases and readings from a variety of related fields, and some self-reflection exercises.

No prerequisites. Questions about the course: please contact Michele Moeller Chandler at 458-8106 or michele.chandler2@verizon.net *Enrollment limit:* 15.

Cost to student: approximately \$40 for cases/reading materials.

Meeting time: mornings—two-hour classes three times a week

MICHELE MOELLER CHANDLER and CHIP CHANDLER (Instructors)

TOOMAJIAN (Sponsor)

Michele Moeller Chandler ('73) and Chip Chandler ('72) have taught this Winter Study course for the past twelve years. They have been both personally and professionally engaged in the course topic. Michele, a former college

Winter Study Program

administrator, has an M.A. from Columbia, and a Ph.D. from Northwestern. Chip, a retired McKinsey senior partner, has an M.B.A. from Harvard, and currently teaches in the Leadership Studies Program.

WILLIAMS PROGRAM IN TEACHING

Students interested in exploring one or more of the following courses related to teaching and/or working with children and adolescents should contact Susan Engel, Director of Education Programs, who will be able to help you choose one that best suits your educational goals.

ANSO 11 Berkshire Farm Internship
(See under ANSO 11 for full description.)

ANSO 12 Children and the Courts: Internship in the Crisis in Child Abuse
(See under ANSO 12 for full description.)

CHEM 11 Science for Kids (Same as Special 11)
(See under CHEM 11 for full description.)

LING 12 Preliminary Introduction to American Sign Language (Same as Women's and Gender Studies 12 and Special 12)
(See under LING 12 for full description.)

SPEC 28 Teaching Practica in New York City Schools
(See under SPEC 28 for full description.)

WILLIAMS-MYSTIC PROGRAM IN AMERICAN MARITIME STUDIES

An interdisciplinary one-semester program co-sponsored by Williams College and Mystic Seaport which includes credit for one winter study. Classes in maritime history, literature of the sea, marine ecology, oceanography, and marine policy are supplemented by field seminars: offshore sailing, Pacific Coast and Louisiana. For details, see "Williams-Mystic Maritime Studies Program" or our website: www.williams.edu/williamsmystic.

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 2008-2009

Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., *President*
Gregory M. Avis '80, M.B.A., Palo Alto, California, *Chairman of the Executive Committee*
William E. Simon, Jr. '73, J.D., A.M.P., Los Angeles, California
Paul Neely '68, M.S., M.B.A., Chattanooga, Tennessee
E. David Coolidge III '65, M.B.A., Chicago, Illinois
Michael B. Keating '62, LL.B., Boston, Massachusetts
Laurie J. Thomsen '79, M.B.A., Concord, Massachusetts
Delos M. Cosgrove III '62, M.D., Cleveland, Ohio
A. Clayton Spencer '77, M.A., J.D., Cambridge, Massachusetts
Jonathan A. Kraft '86, M.B.A., Foxboro, Massachusetts
Stephen Harty '73, M.P.P.M., Irvington, New York
Robert G. Scott '68, M.B.A., New York, New York
Barbara A. Austell '75, B.A., Villanova, Pennsylvania
Malcolm W. Smith '87, B.A., Williamstown, Massachusetts
William E. Oberndorf '75, M.B.A., Mill Valley, California
Yvonne Hao '95, M.A., New York, New York
Cesar J. Alvarez '84, J.D., Los Angeles, California
Valda C. Christian '92, J.D., Miami, Florida
David C. Bowen '83, M.B.A., Brooklyn, New York
Michael R. Eisenson '77, M.B.A., J.D., Boston, Massachusetts
Glenn D. Lowry '76, Ph.D., New York, New York
Frederick M. Lawrence '77, J.D., Washington, D.C.
Fred Nathan, Jr. '83, J.D., Sante Fe, New Mexico
Sarah Keohane Williamson '84, M.B.A., Boston, Massachusetts
Katherine L. Queeny '92, Ph.D., Amherst, Massachusetts

TRUSTEE COMMITTEES 2007-2008

Reported below are the committee appointments for 2007-2008. Changes in the 2008-2009 assignments will be presented in the fall.

Executive Committee: The President*, Robert I. Lipp, *Chair*; Gregory M. Avis, Michael R. Eisenson, Michael B. Keating, Jonathan A. Kraft, Paul Neely, William E. Simon, Jr., Laurie J. Thomsen.

Compensation Committee (Subcommittee): Robert I. Lipp, *Chair*; Paul Neely. Non-Trustee Member: Raymond F. Henze III, Trustee Emeritus.

Governance Committee (Subcommittee): Michael B. Keating, *Chair*; Barbara A. Austell, Delos M. Cosgrove III, Yvonne Hao, Stephen Harty, Paul Neely, Robert G. Scott, A. Clayton Spencer. Non-Trustee Member: Cecily Stone, Trustee Emerita.

Nominating Committee (Subcommittee): Cecily Stone, Trustee Emerita, *Chair*; Cesar J. Alvarez, Barbara A. Austell, Yvonne Hao, Michael B. Keating, Jonathan A. Kraft, Richard Levy, Jr., Laurie J. Thomsen. Non-Trustee Members: Stephen R. Birrell, Janet H. Brown, Wendy W. Hopkins, Keli A. Kaegi, Richard R. Pickard, Michael E. Reed, Brent E. Shay, Sarah M. Underhill.

Legal Affairs Subcommittee (Ad Hoc Committee): Michael B. Keating, *Chair*; Cesar J. Alvarez, Valda C. Christian, Frederick M. Lawrence, William E. Simon, Jr. Non-Trustee Members: Matthew Nimetz, Trustee Emeritus, Carl W. Vogt, Trustee Emeritus.

Investment Committee: Michael R. Eisenson, *Chair*; Gregory M. Avis, David C. Bowen, E. David Coolidge III, Robert I. Lipp, William E. Oberndorf, William E. Simon, Jr., Laurie J. Thomsen, John S. Wadsworth, Jr. Non-Trustee Members: Sarah K. Williamson.

Committee on Instruction: Michael B. Keating, *Chair*; Barbara A. Austell, Gregory M. Avis, Valda C. Christian, Frederick M. Lawrence, Robert I. Lipp, Steven S. Rogers, A. Clayton Spencer.

Facilities Committee: Jonathan A. Kraft, *Chair*; Cesar J. Alvarez, David C. Bowen, E. David Coolidge III, Delos M. Cosgrove III, Paul Neely, William E. Oberndorf, William E. Simon, Jr., Malcolm W. Smith, John S. Wadsworth, Jr.

Committee on Degrees: A. Clayton Spencer, *Chair*; Delos M. Cosgrove III, Yvonne Hao, Stephen Harty, Michael B. Keating, Richard Levy, Jr., Glenn D. Lowry.

Budget and Financial Planning Committee: William E. Simon, Jr., *Chair*; Gregory M. Avis, David C. Bowen, E. David Coolidge III, Jonathan A. Kraft, Robert I. Lipp, Glenn D. Lowry, Paul Neely, Steven S. Rogers, A. Clayton Spencer, Laurie J. Thomsen, John S. Wadsworth, Jr.

Committee on Alumni Relations and Development: Laurie J. Thomsen, *Chair*; Cesar J. Alvarez, Gregory M. Avis, E. David Coolidge III, Stephen Harty, Frederick M. Lawrence, Richard Levy, Jr., Robert I. Lipp, Paul Neely, Steven S. Rogers, Malcolm W. Smith.

Committee on Campus Life: Barbara A. Austell, *Chair*; Cesar J. Alvarez, Valda C. Christian, Michael R. Eisenson, Stephen Harty, Michael B. Keating, Richard Levy, Jr., William E. Oberndorf, Robert G. Scott, Malcolm W. Smith.

Audit Committee: John S. Wadsworth, Jr., *Chair*; Robert I. Lipp, Steven S. Rogers, Robert G. Scott, William E. Simon, Jr. Non-Trustee Members: Richard R. Pickard, Brent E. Shay.

Public Affairs Committee: Paul Neely, *Chair*; Gregory M. Avis, Valda C. Christian, Stephen Harty, Michael B. Keating, Frederick M. Lawrence, Richard Levy, Jr., A. Clayton Spencer, John S. Wadsworth, Jr. Non-Trustee Members: Bruce D. Grinnell, Matthew C. Harris.

Committee on Admission and Financial Aid: Robert G. Scott, *Chair*; Barbara A. Austell, David C. Bowen, Valda C. Christian, Delos M. Cosgrove III, Michael R. Eisenson, Yvonne Hao, Jonathan A. Kraft, Glenn D. Lowry, William E. Oberndorf, William E. Simon, Jr., A. Clayton Spencer, John S. Wadsworth, Jr.

*The President is an *ex-officio* member of all Trustee committees.

FACULTY EMERITI

Roger E. Bolton	<i>William Brough Professor of Economics, Emeritus</i>	30 Grandview Drive
David A. Booth, M.A.	<i>Vice Provost and Lecturer In Political Science, Emeritus</i>	44 Willshire Drive
James R. Briggs, B.A.	<i>Assistant Professor of Physical Education, Emeritus</i>	350 Stratton Road
Eleanor Brown, Ph.D.	<i>Lecturer in Biology, Emerita</i>	Westwood, Massachusetts
Fielding Brown, Ph.D.	<i>Charles L. MacMillan Professor of Physics, Emeritus</i>	Westwood, Massachusetts
Kim B. Bruce	<i>Frederick Latimer Wells Professor of Computer Science, Emeritus</i>	Claremont, California
Henry J. Bruton, Ph.D.	<i>John J. Gibson Professor of Economics, Emeritus</i>	300 Syndicate Road
James MacGregor Burns, Ph.D.	<i>Woodrow Wilson Professor of Government, Emeritus</i>	604 Bee Hill Road
John W. Chandler	<i>President of the College, Emeritus</i>	416 North Hemlock Lane
Raymond Chang	<i>Halford R. Clark Professor of Natural Sciences, Emeritus</i>	146 Forest Road
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Stuart B. Crampton	<i>Barclay Jermain Professor of Natural Philosophy, Emeritus</i>	54 Grandview Drive
Andrew B. Crider, Ph.D.	<i>Mary A. and William Wirt Warren Professor of Psychology, Emeritus</i>	770 Hancock Road
Phyllis L. Cutler, M.S.L.S.	<i>College Librarian, Emerita</i>	Milton, Massachusetts
Samuel Y. Edgerton Jr.	<i>Amos Lawrence Professor of Art, Emeritus</i>	940 Hancock Road
John P. English	<i>Director of Alumni Relations and Public Information, Emeritus</i>	Yarmouth Port, MA
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William C. Grant Jr., Ph.D.	<i>Samuel Fessenden Clarke Professor of Biology, Emeritus</i>	155 Sweetbrook Road
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Suzanne L. Graver	<i>John Hawley Roberts Professor of English, Emerita</i>	117 Forest Road
Fred Greene, Ph.D.	<i>A. Barton Hepburn Professor of Government, Emeritus</i>	135 South Street
Philip K. Hastings, Ph.D.	<i>Professor of Psychology and Political Science, Emeritus</i>	156 Bulkley Street
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Robert M. Kozelka, Ph.D.	<i>Professor of Mathematics, Emeritus</i>	Chapel Hill, North Carolina
Benjamin W. Labaree, Ph.D.	<i>Professor of History and Environmental Studies, Emeritus</i>	Amesbury, Massachusetts

Faculty Emeriti

Renzie W. Lamb	34 Jerome Drive
<i>Assistant Professor of Physical Education, Emeritus</i>	
Kai N. Lee	175 Bulkley Street
<i>Rosenburg Professor of Environmental Studies, Emeritus</i>	
H. Ganse Little Jr., Ph.D.	Amherst, Massachusetts
<i>Cluett Professor of Religion, Emeritus</i>	
John A. MacFadyen Jr., Ph.D.	Stonington, Connecticut
<i>Edna McConnell Clark Professor of Geology, Emeritus</i>	
William E. McCormick, M.A.	Springhill, Florida
<i>Assistant Professor of Physical Education, Emeritus</i>	
Thomas E. McGill, Ph.D.	Tiverton, Rhode Island
<i>Hales Professor of Psychology, Emeritus</i>	
Douglas B. Moore	108 South Hemlock Brook
<i>Mary A. and William Wirt Warren Professor of Music, Emeritus</i>	
Francis C. Oakley	54 Scott Hill Road
<i>Edward Dorr Griffin Professor of the History of Ideas, Emeritus, and President, Emeritus</i>	
Daniel D. O'Connor, Ph.D.	36 Hawthorne Road
<i>Mark Hopkins Professor of Intellectual and Moral Philosophy, Emeritus</i>	
Robert H. Odell, B.A.	Westchester, Pennsylvania
<i>Assistant Professor of Physical Education, Emeritus</i>	
Clara C. Park, M.A., Litt.D.	29 Hoxsey Street
<i>Lecturer in English, Emerita</i>	
David A. Park, Ph.D.	29 Hoxsey Street
<i>Webster Atwell Class of 1921 Professor of Physics, Emeritus</i>	
Robert R. Peck	Pownal, Vermont
<i>Director of Athletics, Emeritus</i>	
Norman R. Petersen	Bristol, Rhode Island
<i>Washington Gladden 1859 Professor of Religion, Emeritus</i>	
C. Ballard Pierce, Ph.D.	Los Alamos, New Mexico
<i>Professor of Physics, Emeritus</i>	
William H. Pierson Jr., M.F.A., Ph.D.	Berkeley, California
<i>Massachusetts Professor of Art, Emeritus</i>	
George Pistorius, Ph.D.	54 Cluett Drive
<i>Gagliardi Professor of Romance Languages, Emeritus</i>	
Kenneth C. Roberts Jr.	Bennington, Vermont
<i>A. Barton Hepburn Professor of Music, Emeritus</i>	
Richard O. Rouse, Ph.D.	85 Harmon Pond Road
<i>Mary A. and William Wirt Warren Professor of Psychology, Emeritus</i>	
Frederick Rudolph, Ph.D.	234 Ide Road
<i>Mark Hopkins Professor of History, Emeritus</i>	
Carl R. Samuelson	575 Water Street
<i>Assistant Professor of Physical Education, Emeritus</i>	
Irwin Shainman, M.A.	88 Baxter Road
<i>Class of 1955 Memorial Professor of Music, Emeritus</i>	
Alex J. Shaw, M.A.	91 Baxter Road
<i>Assistant Professor of Physical Education, Emeritus</i>	
John B. Sheahan, Ph.D.	320 Syndicate Road
<i>William Brough Professor of Economics, Emeritus</i>	
Guilford L. Spencer II, Ph.D.	1611 Cold Spring Road, Apt. 321
<i>Frederic Latimer Wells Professor of Mathematics, Emeritus</i>	
Richard H. Stamelman	Norwich, Vermont
<i>Professor of Comparative Literature, Emeritus</i>	
Fred H. Stocking, Ph.D.	P.O. Box 181
<i>Morris Professor of Rhetoric, Emeritus</i>	
Robert C. Suderburg	41 Manning Street
<i>Class of 1924 Professor of Music, Emeritus</i>	
Kurt P. Tauber, Ph.D.	94 Southworth Street
<i>Class of 1924 Professor of Political Science, Emeritus</i>	
Gordon C. Winston	4 Windflower Way
<i>Professor of Economics and Orrin Sage Professor of Political Economy, Emeritus</i>	

FACULTY 2008-2009

*On leave 2008-2009

**On leave first semester

***On leave second semester

***On leave calendar year (January-December 2008)

- * Daniel P. Aalberts
B.S. (1989) M.I.T.; Ph.D. (1994) M.I.T. *Associate Professor of Physics*
- * Colin C. Adams
B.S. (1978) M.I.T.; Ph.D. (1983) University of Wisconsin *Thomas T. Read Professor of Mathematics*
- Sadik J. al-Azm
*Harry C. Payne Visiting Professor of Liberal Arts
in Philosophy and Religion, Second Semester*
- B.A. (1957) American University of Beirut; Ph.D. (1961) Yale University
- Jeannie R. Albrecht
B.S. (2001) Gettysburg College; Ph.D. (2007) University of California, San Diego *Assistant Professor of Computer Science*
- Laylah Ali
B.A. (1991) Williams; M.F.A. (1994) Washington University *Associate Professor of Art*
- Marsha I. Altschuler
B.S. (1972) University of Rochester; Ph.D. (1979) Indiana University *Professor of Biology*
- Sarah Amos
B.F.A. (1987) Phillips Institute of Technology; M.F.A. (1998) Johnson State College *Visiting Lecturer in Art, Second Semester*
- * Henry W. Art
A.B. (1966) Dartmouth; Ph.D. (1971) Yale *Rosenburg Professor of Environmental Studies and Biology*
- Guillaume Aubert
B.A. (1992) University de Tours-France; Ph.D. (2002) Tulane *Assistant Professor of History*
- David H. Backus
B.A. (1982) Haverford College; Ph.D. (1998) University of Washington, Seattle *Lecturer in Geosciences*
- Duane A. Bailey
B.A. (1982) Amherst College; Ph.D. (1988) University of Massachusetts *Professor of Computer Science*
- Robert Baker-White
B.A. (1980) Williams; Ph.D. (1990) Stanford *Professor of Theatre*
- Jon M. Bakija
B.A. (1990) Wesleyan; Ph.D. (1999) University of Michigan *Associate Professor of Economics*
- Olof Balter
Ph.D. (1998) Royal Institute of Technology *STINT Fellow in Computer Science, First Semester*
- Lois M. Banta
B.A. (1983) Johns Hopkins; Ph.D. (1990) California Institute of Technology *Associate Professor of Biology*
- Bill Barrale
B.A. (1994) Northeastern; M.A. (2004) Rowan University *Assistant Professor of Physical Education*
- * Andrea Barrett
B.S. (1974) Union College *Lecturer in English*
- Melissa J. Barry
B.A. (1988) Wheaton; Ph.D. (1998) Notre Dame *Assistant Professor of Philosophy*
- Donald deB. Beaver
A.B. (1958) Harvard; Ph.D. (1966) Yale *Professor of History of Science*
- Olga R. Beaver
B.A. (1968) University of Missouri; Ph.D. (1979) University of Massachusetts *Professor of Mathematics*
- *** Ilona D. Bell
B.A. (1969) Radcliffe; Ph.D. (1977) Boston College *Samuel Fessenden Clarke Professor of English*
- Robert H. Bell
B.A. (1967) Dartmouth; Ph.D. (1972) Harvard *Frederick Latimer Wells Professor of English*
- *** Gene H. Bell-Villada
B.A. (1963) University of Arizona; Ph.D. (1974) Harvard *Professor of Romance Languages*
- Ben Benedict
B.A. (1973) Yale; M.Arch. (1976) Yale School of Architecture *Lecturer in Art*
- Devyn Spence Benson
B.A. (2001) University of North Carolina; M.A. (2004) University of North Carolina *Gaius Charles Bolin Fellow in Africana Studies and History*
- Tim Benton
B.A. (1967) University of Cambridge; M.A. (1969) The Courtauld Institute of Art *Robert Sterling Clark Visiting Professor of Art History, Second Semester*
- Magnus T. Bernhardsson
B.A. (1990) University of Iceland; Ph.D. (1999) Yale *Associate Professor of History*

Faculty

- Dieter Bingemann
Ph.D. (1994) University of Göttingen, Germany *Associate Professor of Chemistry*
- *** M. Jennifer Bloxam
B.M. (1979) University of Illinois; Ph.D. (1987) Yale *Professor of Music and Fellow of the Oakley Center for the Humanities and Social Sciences, Second Semester*
- Christopher A. Bolton
A.B. (1989) Harvard; Ph.D. (1998) Stanford *Assistant Professor of Japanese and Comparative Literature*
- Sarah R. Bolton
B.S. (1988) Brown; Ph.D. (1995) University of California, Berkeley *Professor of Physics*
- * Carsten Botts
B.S. (1998) Georgetown; Ph.D. (2005) Iowa State University *Assistant Professor of Statistics*
- ** Ralph M. Bradburd
B.A. (1970) Columbia; Ph.D. (1976) Columbia *David A. Wells Professor of Political Economy*
- Elizabeth Brainerd
B.A. (1985) Bowdoin; Ph.D. (1996) Harvard *Professor of Economics*
- Donald Brooks
B.A. (2002) Springfield College; M.S. (2006) Springfield College *Assistant Professor of Physical Education and Assistant Football Coach*
- Fletcher Brooks
B.A. (1993) Allegheny College; M.A. (1998) Springfield College *Assistant Professor of Physical Education and Head Coach of Men's and Women's Track and Field*
- Deborah A. Brothers
B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts *Costume Director and Lecturer in Theatre*
- Ernest D. Brown
B.A. (1969) Harvard; Ph.D. (1984) University of Washington *Professor of Music*
- Leslie Brown
B.A. (1977) Tufts University; Ph.D. (1997) Duke University *Assistant Professor of History*
- Michael F. Brown
A.B. (1972) Princeton; Ph.D. (1981) University of Michigan *James N. Lambert '39 Professor of Latin American Studies and Director of the Oakley Center for the Humanities and Social Sciences*
- Henry J. Bruton
B.A. (1943) Texas; Ph.D. (1952) Harvard *Visiting Professor of Economics*
- Freddie Bryant
B.A. (1987) Amherst; M.A. (1994) Yale *Visiting Lecturer in Music and Africana Studies*
- Shannon Bryant
B.A. (1992) Brown; M.S.P. (2005) U.S. Sports Academy *Assistant Professor of Physical Education*
- *** Jean-Bernard Bucky
B.S. (1958) Queens, C.U.N.Y.; M.F.A. (1966) Carnegie-Mellon *William Dwight Whitney Professor of Arts*
- * Denise Kimber Buell
A.B. (1987) Princeton; Ph.D. (1995) Harvard *Professor of Religion*
- *** Lynda K. Bundtzen
B.A. (1968) University of Minnesota; Ph.D. (1972) University of Chicago *Herbert H. Lehman Professor of English*
- Edward B. Burger
B.A. (1985) Connecticut College; Ph.D. (1990) University of Texas, Austin *Professor of Mathematics and Gaudino Scholar*
- Sandra L. Burton
B.A. (1976) C.U.N.Y.; M.F.A. (1987) Bennington College *Lipp Family Director of Dance and Assistant Professor of Physical Education*
- Matthew R. Campanelli
B.A. (2000) Williams; M.P.E. (2003) Springfield College *Lecturer in Physical Education*
- Gerard Caprio, Jr.
B.A. (1972) Williams; Ph.D. (1976) University of Michigan *Professor of Economics*
- Jared C. Carbone
B.A. (1997) Wesleyan; Ph.D. (2003) University of Colorado *Assistant Professor of Economics*
- Jerry W. Carlson
B.A. Williams; Ph.D. University of Chicago *Adjunct Professor of Art in Williams in New York Program, First Semester*
- James T. Carlton
B.A. (1971) University of California, Berkeley; Ph.D. (1979) University of California, Davis *Director of Williams-Mystic Program and Professor of Marine Science and Adjunct Professor of Biology*
- Alison A. Case
B.A. (1984) Oberlin; Ph.D. (1991) Cornell *Professor of English*
- Julie A. Cassiday
B.A. (1986) Grinnell; Ph.D. (1995) Stanford *Professor of Russian*

Faculty

- Cosmo A. Catalano, Jr. *Theatre Production Manager,*
Technical Supervisor for the '62 Center for Theatre and Dance, and Lecturer in Theatre
 B.A. (1976) University of Iowa; M.F.A. (1979) Yale
- * Maria Elena Cepeda *Assistant Professor of Latina/o Studies and*
Fellow of the Oakley Center for the Humanities and Social Sciences
 B.A. (1995) Kenyon College; Ph.D. (2003) University of Michigan
- G. Donald Chandler *Class of 1948 Distinguished Visiting Professor of Leadership Studies*
 B.A. (1972) Williams; M.B.A. (1978) Harvard Business School
- Cecilia Chang *Associate Professor of Chinese*
 B.A. (1981) Fu-Jen University; Ph.D. (2004) University of Massachusetts, Amherst
- Jessica M. Chapman *Assistant Professor of History*
 B.A. (1999) Valparaiso University; Ph.D. (2006) University of California, Santa Barbara
- Ondine Chavoya *Associate Professor of Art*
 B.A. (1992) University of California, Santa Cruz; Ph.D. (2002) University of Rochester
- Kerry A. Christensen *Garfield Professorship of Ancient Languages*
 B.A. (1981) Swarthmore; Ph.D. (1993) Princeton
- Cassandra J. Cleghorn *Senior Lecturer in English and American Studies*
 B.A. (1983) University of California, Santa Cruz; Ph.D. (1995) Yale
- Michael P. Conforti *Lecturer in the Graduate Art Program in Art History*
 B.A. (1968) Trinity College; Ph.D. (1977) Harvard
- Mea S. Cook *Visiting Assistant Professor of Geosciences*
 B.A. (1999) Princeton University; Ph.D. (2006) Massachusetts Institute of Technology
- ** Ronadh Cox *Associate Professor of Geosciences*
 B.S. (1985) University College Dublin; Ph.D. (1993) Stanford
- * Phebe Cramer *Professor of Psychology*
 B.A. (1957) University of California, Berkeley; Ph.D. (1962) New York University
- George T. Crane *Professor of Political Science*
 B.A. (1979) S.U.N.Y., Purchase; Ph.D. (1986) University of Wisconsin, Madison
- Marshall K. Creighton *Lecturer in Physical Education*
 B.A. (2002) Williams
- Michael Crewdson *Adjunct Lecturer in Environmental Studies*
in the Williams in New York Program, First Semester
- Jennifer Randall Crosby *Assistant Professor of Psychology*
 B.A. (1994) Stanford University; Ph.D. (2006) Stanford University
- Susan M. Cross *Lecturer in the Graduate Program in Art History, First Semester*
- Joseph L. Cruz *Associate Professor of Philosophy*
 B.A. (1991) Williams; Ph.D. (1999) University of Arizona
- ** Robert F. Dalzell, Jr. *Frederick Rudolph 1942 Professor of American Culture*
 B.A. (1959) Amherst; Ph.D. (1966) Yale
- Erica Dankmeyer *Visiting Lecturer in Humanities and Dance*
 B.A. (1991) Williams
- *** Andrea Danyluk *Professor of Computer Science*
 A.B. (1984) Vassar; Ph.D. (1992) Columbia
- William R. Darrow *Lissack Professor for Social Responsibility and Personal Ethics*
 B.A. (1970) University of California, Santa Barbara; Ph.D. (1981) Harvard
- Theo Davis *Associate Professor of English*
 B.A. (1994) Brown; Ph.D. (2002) Johns Hopkins University
- Derek Dean *Instructor in Biology*
 B.A. (1994) Oberlin; Ph.D. (2004) Cornell
- Alan W. de Gooyer *Lecturer in English and*
Fellow of the Oakley Center for the Humanities and Social Sciences, Second Semester
 B.A. (1991) Colorado State; Ph.D. (1994) University of Virginia
- * Edan Dekel *Assistant Professor of Classics and*
Fellow of the Oakley Center for the Humanities and Social Sciences, Second Semester
 B.A. (1996) Brown; Ph.D. (2005) University of California, Berkeley
- Marek Demianksi *Visiting Professor of Astronomy*
 B.A. (1962) University of Warsaw; Ph.D. (1966) University of Warsaw
- Nicole S. Desrosiers *Lecturer in Romance Languages*
 C.A.P.E.S. (1970) Clermont-Ferrand; Ph.D. (1980) University of Massachusetts

Faculty

- David P. Dethier *Edward Brust Professor of Geology and Mineralogy*
 B.A. (1972) Dartmouth; Ph.D. (1977) University of Washington
- Satyan L. Devadoss *Associate Professor of Mathematics*
 B.S. (1993) North Central College; Ph.D. (1999) Johns Hopkins University
- Monique Deveaux *Associate Professor of Political Science*
 B.A. (1989) McGill; Ph.D. (1997) Cambridge
- Richard D. De Veaux *Professor of Statistics*
 A.B. (1973) Princeton; Ph.D. (1986) Stanford
- Charles B. Dew *Ephraim Williams Professor of American History*
 B.A. (1958) Williams; Ph.D. (1964) Johns Hopkins
- William DeWitt *C. Carlisle and Margaret Tippit Professor of Biology*
 B.A. (1961) Williams; Ph.D. (1966) Princeton
- Daniel A. Di Cenzo *Assistant Professor of Physical Education*
 B.A. (2001) Williams
- David Donn *Lecturer in Physical Education*
- *** Georges B. Dreyfus *Jackson Professor of Religion*
 Bachelors (1969) La Chaux-de-Fonds; Ph.D. (1991) University of Virginia
- Helga Druxes *Professor of German*
 A.M. (1985) Brown; Ph.D. (1987) Brown
- Sara L. Dubow *Visiting Assistant Professor of History*
 B.A. (1991) Williams; Ph.D. (2003) Rutgers
- William C. Dudley *Associate Professor of Philosophy*
 B.A. (1989) Williams; Ph.D. (1998) Northwestern
- * Susan Dunn *Preston S. Parish '41 Third Century Professor in the Arts and Humanities*
 A.B. (1966) Smith; Ph.D. (1973) Harvard
- * David B. Edwards *W. Van Alan Clark '41 Third Century Professor of Social Sciences*
 B.A. (1975) Princeton; Ph.D. (1986) University of Michigan
- Holly Edwards *Senior Lecturer in Art*
 B.A. (1975) Princeton; Ph.D. (1990) New York University Institute of Fine Arts
- Joan Edwards *Washington Gladden 1859 Professor of Biology*
 B.A. (1971) University of Michigan; Ph.D. (1978) University of Michigan
- Susan L. Engel *Senior Lecturer in Psychology and Director of Teaching Program*
 B.A. (1980) Sarah Lawrence; Ph.D. (1986) City University of New York
- ** David Eppel *Professor of Theatre*
 B.A. (1971) University of Cape Town; M.F.A. (1986) Columbia
- Edward A. Epping *Alexander D. Falck Class of 1899 Professor of Art and Academic Director of the Multicultural Center*
 B.A. (1970) Western Illinois University; M.F.A. (1973) University of Wisconsin
- Peter Erickson *Visiting Professor of Humanities*
 B.A. (1967) Amherst; Ph.D. (1975) University of California, Santa Cruz
- Richard J. Farley *Assistant Professor of Physical Education*
 B.S. (1968) Boston University; M.Ed. (1974) Boston University
- Peter K. Farwell *Assistant Professor of Physical Education*
 B.A. (1973) Williams; M.A. (1990) Central Michigan
- Kaye Husbands Fealing *William Brough Professor of Economics*
 B.A. (1981) University of Pennsylvania; Ph.D. (1990) Harvard
- *** Steven Fein *Professor of Psychology*
 A.B. (1986) Princeton; Ph.D. (1991) University of Michigan
- *** Ronald L. Feldman *Artist-in-Residence in Orchestral/Instrumental Performance*
 B.M. (1971) Boston University School for the Arts;
- Zirka Z. Filipczak *J. Kirk T. Varnedoe '67 Professor of Art*
 B.A. (1964) Barnard; Ph.D. (1973) Harvard
- Robert L. Fisher, Jr. *Assistant Professor of Physical Education and Associate Director of Athletics*
 B.A. (1970) St. Lawrence; M.Ed. (1974) St. Lawrence
- Anna Fishzon *Assistant Professor of Russian History*
 B.A. (1994) Duke University; Ph.D. (2005) Columbia University
- Stephen E. Fix *Robert G. Scott '68 Professor of English and Coordinator of the Tutorial Program*
 A.B. (1974) Boston College; Ph.D. (1980) Cornell
- Antonia E. Foias *Associate Professor of Anthropology*
 B.A. (1987) Harvard/Radcliffe; Ph.D. (1996) Vanderbilt University

Faculty

- Kevin R. Forkey
B.A. (1981) Cornell *Lecturer in Physics*
- Michael Fortunato
A.B. (1976) Columbia; Ph.D. (1982) Harvard *Visiting Professor of Economics*
- * Soledad Fox
B.A. (1990) Sarah Lawrence College; Ph.D. (2001) City University of New York *Associate Professor of Romance Languages*
- Jennifer L. French
B.A. (1995) College of William & Mary; Ph.D. (2001) Rutgers *Associate Professor in Latin-American Literature and Spanish Language*
- * Stephen N. Freund
B.S. (1995) Stanford; Ph.D. (2000) Stanford *Associate Professor of Computer Science*
- John G. Gager
B.A. (1959) Yale University; Ph.D. (1967) Harvard University *Croghan Bicentennial Visiting Professor of Religion, First Semester*
- ** Alexandra Garbarini
B.A. (1994) Williams; Ph.D. (2003) UCLA *Assistant Professor of History and Herbert H. Lehman Fellow of the Oakley Center for the Humanities and Social Sciences, First Semester*
- Sarah Gardner
B.A. (1985) Smith; Ph.D. (2000) C.U.N.Y. *Lecturer in Environmental Studies*
- * Thomas A. Garrity
B.S. (1981) University of Texas; Ph.D. (1986) Brown *William R. Kenan, Jr. Professor of Mathematics*
- ** Robert Gazzale
B.S. (1990) Georgetown; Ph.D. (2004) University of Michigan *Assistant Professor of Economics*
- Amy Gehring
B.A. (1994) Williams; Ph.D. (1998) Harvard *Assistant Professor of Chemistry*
- * William Gentry
S.B. (1986) MIT; Ph.D. (1991) Princeton *Associate Professor of Economics*
- Steven B. Gerrard
B.A. (1978) Amherst; Ph.D. (1987) University of Chicago *Professor of Philosophy*
- Lisa Gilbert
B.A. (1997) Dartmouth; Ph.D. (2004) University of Washington *Assistant Professor of Marine Science and Assistant Professor of Geosciences at Williams-Mystic*
- Bernard Glenn-Moore
B.A. (1978) University of California, Los Angeles; M.A. (2004) Claremont Graduate University *Visiting Lecturer in Political Science*
- Michael A. Glier
B.A. (1976) Williams; M.A. (1979) Hunter *Professor of Art*
- Allison Glover
B.A. (1992) Allegany College; M.A. (2003) Middlebury *Visiting Lecturer in Spanish, First Semester*
- * George R. Goethals II
A.B. (1966) Harvard; Ph.D. (1970) Duke *Professor of Psychology*
- Christopher Goh
B.S. (1989) University of Durham; Ph.D. (1996) Harvard *Assistant Professor of Chemistry*
- Sarah Goh
B.S. (1996) University of Michigan; Ph.D. (2004) University of California, Berkeley *Assistant Professor of Chemistry*
- * Eric J. Goldberg
B.A. (1991) University of Pennsylvania; Ph.D. (1998) University of Virginia *Associate Professor of History*
- Barry Goldstein
Visiting Professor of Humanities
- Darra J. Goldstein
B.A. (1973) Vassar; Ph.D. (1983) Stanford *Francis Christopher Oakley Third Century Professor of Russian*
- Douglas Gollin
A.B. (1983) Harvard; Ph.D. (1990) University of Minnesota *Professor of Economics*
- Edward Gollin
B.A. (1992) MIT; Ph.D. (2000) Harvard *Assistant Professor of Music*
- Nicholas T. Goodbody
B.A. (2003) Williams; M.A. (2007) Yale University *Visiting Lecturer in Romance Languages, Second Semester*
- Elisabeth Goodman
B.A. Rutgers University; J.D. American University, Washington College of Law *Visiting Lecturer in Environmental Studies*
- Travis Gosa
B.A. (2002) Shepherd University; Ph.D. (2007) Johns Hopkins University *Assistant Professor of Africana Studies*
- Marc Gotlieb
B.A. (1980) University of Toronto; Ph.D. (1990) Johns Hopkins *Director of the Graduate Program in Art History and Class of 1955 Memorial Professor of Art*

Faculty

- Suzanne L. Graver *Visiting Professor of English and
Andrew Mellon Emeritus Faculty Fellow*
B.A. (1958) Queens, CUNY; Ph.D. (1976) University of Massachusetts
- Joseph Greer *Assistant Professor of Psychology*
B.A. (1985) Boston College; Ph.D. (2003) University of Massachusetts, Amherst
- Edward S. Grees *Assistant Professor of Physical Education*
B.A. (1975) Windham; M.S. (1982) University of Massachusetts
- Eva U. Grudin *Senior Lecturer in Art*
B.A. (1969) Boston University
- Kim I. Gutschow *Visiting Assistant Professor of Religion and Anthropology/Sociology*
B.A. (1988) Harvard; Ph.D. (1998) Harvard
- Sarah Hammerschlag *Assistant Professor of Religion*
B.A. (1996) Wesleyan; Ph.D. (2005) University of Chicago
- Amie Hane *Assistant Professor of Psychology*
B.A. (1996) University of Maryland; Ph.D. (2002) University of Maryland
- James Hanson *Visiting Professor of Economics, Second Semester*
B.A. (1961) Yale University; Ph.D. (1967) Yale University
- Jason D. Haugen *Mellon Postdoctoral Fellow in Linguistics*
B.A. (1997) University of Texas, Austin; Ph.D. (2004) University of Arizona
- Wendi A. Haugh *Visiting Assistant Professor of Anthropology*
B.A. (1991) Williams; Ph.D. (2005) University of Pennsylvania
- Charles W. Haxthausen *Robert Sterling Clark Professor of Art History*
B.A. (1966) University of St. Thomas, Houston; Ph.D. (1976) Columbia
- Laurie Heatherington *Edward Dorr Griffin Professor of Psychology*
B.A. (1976) Miami University, Ohio; Ph.D. (1981) University of Connecticut
- Guy M. Hedreen *Professor of Art*
B.A. (1981) Pomona; Ph.D. (1988) Bryn Mawr
- Brent Heeringa *Assistant Professor of Computer Science*
B.A. (1999) University of Minnesota; Ph.D. (2006) University of Massachusetts, Amherst
- Kris Herman *Assistant Professor of Physical Education and Head Coach of Softball*
B.A. (1986) Tufts University; M.A. (1989) Tufts University
- Jacqueline Hidalgo *Gaius Charles Bolin Fellow in Religion*
B.A. (2000) Columbia University; M.A. (2003) Union Theological Seminary
- Alexandra Merley Hill *Visiting Assistant Professor of German*
B.A. (2001) Vassar; M.A. (2004) University of Massachusetts, Amherst
- Alan Hirsch *Visiting Assistant Professor of Legal Studies and Political Science*
B.A. (1981) Amherst; J.D. (1985) Yale
- ** Marjorie W. Hirsch *Associate Professor of Music and
Fellow of the Oakley Center for the Humanities and Social Sciences, First Semester*
B.A. (1982) Yale; Ph.D. (1989) Yale
- Michael Ann Holly *Lecturer in the Graduate Program in Art History*
Ph.D. (1983) Cornell University
- Amy S. Holzapfel *Assistant Professor of Theatre*
B.A. (1996) Brown; M.F.A. (2001) Yale School of Drama
- Kiaran Honderich *Visiting Associate Professor of Economics*
B.A. (1983) Oxford; Ph.D. (1991) University of Massachusetts
- Meredith C. Hoppin *Frank M. Gagliardi Professor of Classics*
B.A. (1972) Carleton; Ph.D. (1976) University of Michigan
- Michael H. Hunt *Stanley Kaplan Visiting Professor of American Foreign Policy, First Semester*
B.S. (1965) Georgetown University; Ph.D. (1971) Yale University
- Lara Hutson *Assistant Professor of Biology*
B.A. (1989) University of California, San Diego; Ph.D. (1998) University of Washington
- G. Robert Jackall *Willmott Family Third Century Professor of Sociology and Public Affairs*
B.A. (1963) Fordham; Ph.D. (1976) New School of Social Research
- Ethan D. Jackson *Visiting Lecturer in Art*
B.A. (1992) Williams; M.F.A. (1996) University of Colorado
- Frank Jackson *Visiting Assistant Professor of Art, First Semester*
B.F.A. (1984) Virginia Commonwealth University; M.F.A. (1990) University of California, Davis
- *** Andrew W. Jaffe *Lyell B. Clay Artist-in-Residence in Jazz, Senior Lecturer in Music
and Director of Jazz Performance*
B.A. (1973) Saint Lawrence; M.M. (1977) University of Massachusetts

Faculty

- * Joy A. James *John B. and John T. McCoy Presidential Professor of Africana Studies and College Professor of Political Science*
B.A. (1980) St. Mary's University; Ph.D. (1987) Fordham; M.A. (1988) Union Theological Seminary
- Ju-Yu Scarlett Jang *Professor of Art*
B.A. (1969) Nat'l Cheng-Chih University, Taipei; Ph.D. (1989) University of California, Berkeley
- Cathy M. Johnson *Professor of Political Science*
B.A. (1979) Dartmouth; Ph.D. (1986) University of Michigan
- *** Eugene J. Johnson III *Amos Lawrence Professor of Art*
B.A. (1959) Williams; Ph.D. (1970) New York University Institute of Fine Arts
- Sarah (Liza) Johnson *Associate Professor of Art and Director of the Williams in New York Program*
B.A. (1992) Williams; M.F.A. (1995) University of California, San Diego
- Markes E. Johnson *Charles L. MacMillan Professor of Natural Sciences*
B.A. (1971) University of Iowa; Ph.D. (1977) University of Chicago
- *** Stewart D. Johnson *Professor of Mathematics*
B.A. (1979) Ft. Lewis College; Ph.D. (1985) Stanford
- Jennifer Lee Jones *Class of 1946 Visiting Assistant Professor of International Environmental Studies, Second Semester*
B.A. (1999) University of Florida; Ph.D. (2006) University of Pretoria
- ** Kevin M. Jones *William Edward McElfresh Professor of Physics*
B.A. (1977) Williams; Ph.D. (1983) Stanford
- Mary Jones *Visiting Lecturer in Art*
B.F.A. University of Colorado; M.F.A. University of Colorado
- Jason A. Josephson *Assistant Professor of Religion*
B.A. (1999) Hampshire College; Ph.D. (2006) Stanford
- Berta P. Jottar *Assistant Professor of Latina/o Studies and Theatre*
B.A. (1993) VCSD; Ph.D. (2000) New York University
- Paivi Jukola *Visiting Assistant Professor of Art*
M.S. (1989) Helsinki University of Technology
- Peter Just *Professor of Anthropology*
B.A. (1972) University of Chicago; Ph.D. (1986) University of Pennsylvania
- Shinko Kagaya *Associate Professor of Japanese*
B.A. (1989) Aoyama Gakuin University; Ph.D. (1998) Ohio State University
- William R. Kangas *Assistant Professor of Physical Education*
B.A. (1982) University of Vermont; M.Ed. (1994) North Adams State College
- Lawrence J. Kaplan *Halford R. Clark Professor of Natural Science*
B.S. (1965) University of Pittsburgh; Ph.D. (1970) Purdue
- Paul M. Karabinos *Professor of Geosciences*
B.S. (1975) University of Connecticut; Ph.D. (1981) Johns Hopkins
- * Saul M. Kassir *Massachusetts Professor of Psychology*
B.A. (1974) Brooklyn College; Ph.D. (1978) University of Connecticut
- ** Robert D. Kavanaugh *Hales Professor of Psychology*
B.A. (1967) Holy Cross; Ph.D. (1974) Boston University
- David S. Kechley *Professor of Music*
B.Mus. (1970) University of Washington; D.M.A. (1979) Cleveland Institute of Music
- *** Kathryn R. Kent *Associate Professor of English and Fellow of the Oakley Center for the Humanities and Social Sciences, Second Semester*
B.A. (1988) Williams; Ph.D. (1996) Duke
- Batool Samir Khattab *Visiting Assistant Professor of Arabic*
B.A. (1993) Ain Shams University; Ph.D. (2004) Ain Shams University
- * Bruce Kieffer *Professor of German*
B.A. (1973) Columbia; Ph.D. (1979) Princeton
- Elizabeth A. Kieffer *Lecturer in German*
B.A. (1977) Rutgers
- *** Kris N. Kirby *Professor of Psychology*
B.A. (1985) Marshall; Ph.D. (1991) Harvard
- Wilberforce Kisamba-Mugerwa *Class of '55 Visiting Professor of International Studies, Second Semester*
B.A. (1971) Makerere University; Ph.D. (1995) Makerere University
- Roger A. Kittleson *Associate Professor of History*
B.A. (1985) Northwestern; Ph.D. (1997) University of Wisconsin, Madison
- John E. Kleiner *Professor of English*
B.A. (1983) Amherst; Ph.D. (1991) Stanford

Faculty

- Bernhard Klingenberg *Assistant Professor of Statistics*
 B.A. (1996) Technical University, Austria; Ph.D. (2004) University of Florida
- Sherron E. Knopp *John Hawley Roberts Professor of English*
 A.B. (1971) Loyola; Ph.D. (1975) U.C.L.A.
- Thomas A. Kohut *Sue and Edgar Wachenheim III Professor of History and
 Director of the Williams-Exeter Program at Exeter University*
 B.A. (1972) Oberlin; Ph.D. (1983) University of Minnesota
- Yoshifumi Konishi *Visiting Assistant Professor of Economics*
 M.A. (1999) University of Pittsburgh
- Cornelius C. Kubler *Stanfield Professor of Asian Studies*
 B.A. (1972) Cornell; M.A. (1978) National Taiwan University; Ph.D. (1981) Cornell
- Steven Kuster *Assistant Professor of Physical Education*
 B.A. (1993) University of Pennsylvania; M.A. (1999) Harvard
- Kenneth N. Kuttner *Professor of Economics*
 B.A. (1982) University of California, Berkeley; Ph.D. (1989) Harvard University
- Karen B. Kwitter *Ebenezer Fitch Professor of Astronomy*
 B.A. (1972) Wellesley; Ph.D. (1979) U.C.L.A.
- * Aida Laleian *Professor of Art*
 B.F.A. (1978) Art Institute of Chicago; M.F.A. (1980) University of California, Davis
- Sara LaLumia *Assistant Professor of Economics*
 B.A. (2000) Youngstown State University; Ph.D. (2006) University of Michigan
- Penny Lane *Visiting Lecturer in Art*
 B.A. (2001) Vassar; M.F.A. (2005) Rensselaer Polytech Institute
- Erik Lawrence *Director of the Jazz Ensemble*
 A.A. (1979) Rockland Community College
- William J. Lenhart *A. Barton Hepburn Professor of Computer Science and
 Provost and Treasurer of the College*
 B.A. (1977) St. Joseph's; Ph.D. (1983) Dartmouth
- *** Steven P. Levin *Professor of Art*
 B.A. (1976) Reed; M.F.A. (1980) University of California, Davis
- Susan E. Levin *Visiting Assistant Professor of Biology*
 B.A. (2002) Williams; Ph.D. (2007) University of California, San Francisco
- Zafir Levy *Assistant Professor of Physical Education and Head Coach of Men's & Woman's Squash*
 B.A. (2001) Williams
- Benjamin C. Lewis *Visiting Assistant Professor of Physical Education and Head Men's Crew Coach*
- * Michael J. Lewis *Faison-Pierson-Stoddard Professor of Art History*
 B.A. (1979) Haverford; Ph.D. (1989) University of Pennsylvania
- Scott A. Lewis *Assistant Professor of Physical Education*
 B.S. (1980) Springfield College; M.Ed. (1995) Springfield College
- Ralph Lieberman *Visiting Lecturer in Art, First Semester*
- John K. Limon *John J. Gibson Professor of English*
 B.A. (1974) Harvard; Ph.D. (1981) University of California, Berkeley
- Susan R. Loepp *Professor of Mathematics*
 B.A. (1989) Bethel College; Ph.D. (1994) University of Texas, Austin
- Margaret G. Long *Assistant Professor of History*
 B.A. (1989) Wesleyan; Ph.D. (2003) University of Chicago
- Daniel M. Look *Visiting Assistant Professor of Mathematics*
 B.A. (1996) University of Maine; Ph.D. (2005) Boston University
- Ward Lopes *Assistant Professor of Physics*
 B.A. (1992) Swarthmore; Ph.D. (2001) University of Chicago
- ** David Love *Assistant Professor of Economics*
 B.A. (1996) University of Michigan; Ph.D. (2003) Yale
- Christopher P. Lovell *Visiting Assistant Professor of Classics*
 M.A. (2000) University of Texas, Austin; Ph.D. (2008) University of Texas, Austin
- ** Charles M. Lovett, Jr. *Philip and Dorothy Schein Professor of Chemistry and
 Director of the Science Center*
 B.S. (1979) California State Poly.; Ph.D. (1985) Cornell
- Peter D. Low *Assistant Professor of Art*
 B.A. (1994) University of Toronto; Ph.D. (2001) Johns Hopkins

Faculty

- Daniel V. Lynch *Professor of Biology*
B.S. (1979) University of Lowell; Ph.D. (1983) University of Texas, Austin
- William Lynn *Visiting Assistant Professor of Environmental Studies*
- Michael D. MacDonald *Frederick L. Schuman Professor in International Relations*
A.B. (1972) University of California, Berkeley; Ph.D. (1983) University of California, Berkeley
- Paul K. MacDonald *Assistant Professor of Political Science*
B.A. (1998) University of California, Berkeley; Ph.D. (2007) Columbia University
- Jenna L. MacIntire *Instructor in Chemistry and in Biology*
B.A. (1992) University of Vermont
- James E. Mahon, Jr. *Woodrow Wilson Professor of Political Science*
A.B. (1977) Dartmouth; Ph.D. (1989) University of California, Berkeley
- Protik Kumar Majumder *Professor of Physics*
B.S. (1982) Yale; Ph.D. (1989) Harvard
- Michael Maker *Assistant Professor of Physical Education and Head Coach of Men's Basketball*
- Caroline Maniaque *Visiting Lecturer in the Graduate Program in Art History, Second Semester*
M.A. (1979) University of Paris 1-Panthéon-Sorbonne; Ph.D. (2006) University of Paris VIII
- Patricia M. Manning *Assistant Professor of Physical Education*
B.S. (1977) Cortland; M.S. (1988) Smith
- Robyn Marasco *Assistant Professor of Political Science*
B.A. (1999) Smith; Ph.D. (2006) University of California, Berkeley
- George E. Marcus *Professor of Political Science*
A.B. (1964) Columbia; Ph.D. (1968) Northwestern
- Brian Martin *Assistant Professor of French Literature and French Language*
A.B. (1993) Harvard; Ph.D. (2003) Harvard
- Eiko Maruko Siniawar *Assistant Professor of History*
B.A. (1997) Williams; Ph.D. (2003) Harvard
- Christine L. Mason *Assistant Professor of Physical Education*
B.S. (1978) Penn State University; Ed.M. (1986) Boston University
- Nancy Mowll Mathews *Lecturer in Art History*
B.A. (1968) Goucher College; Ph.D. (1980) Institute of Fine Arts, New York University
- *** James McAllister *Professor of Political Science and Herbert H. Lehman
Fellow of the Oakley Center for the Humanities and Social Sciences, Second Semester*
B.A. (1986) S.U.N.Y., Buffalo; M.Phil. (1994) Columbia
- * Ann K. McCallum *Lecturer in Art*
B.A. (1974) McGill University; M.Arch. (1980) Yale
- George M. McCormack *Assistant Professor of Physical Education*
B.S. (1987) Ithaca College
- Elizabeth P. McGowan *Professor of Art*
B.A. (1979) Princeton; Ph.D. (1993) New York University Institute of Fine Arts
- Morgan McGuire *Assistant Professor of Computer Science*
B.S. (2000) Massachusetts Institute of Technology; Ph.D. (2006) Brown
- Keith E. McPartland *Assistant Professor of Philosophy*
B.A. (1994) Rutgers; Ph.D. (2007) Cornell
- * Gage C. McWeeny *Assistant Professor of English and
Fellow of the Oakley Center for the Humanities and Social Sciences*
B.A. (1993) Columbia; Ph.D. (2003) Princeton
- Lisa M. Melendy *Assistant Professor of Physical Education, Senior Women's
Administrator for Athletics, and Assistant Athletic Director*
A.B. (1982) Smith; M.S. (1985) University of Massachusetts
- Nicole Mellow *Assistant Professor of Political Science*
B.A. (1992) Vassar; Ph.D. (2003) University of Texas
- Karen R. Merrill *Professor of History and Dean of the College*
B.A. (1986) Oberlin; Ph.D. (1994) University of Michigan
- Steven J. Miller *Assistant Professor of Mathematics*
B.S. (1996) Yale University; Ph.D. (2002) Princeton University
- Margaret Mittelbach *Adjunct Lecturer in Environmental Studies in the
Williams in New York Program, First Semester*
- Bojana Mladenovic *Associate Professor of Philosophy*
B.A. (1984) University of Belgrade; Ph.D. (1995) University of California, Berkeley

Faculty

- Peter J. Montiel
B.A. (1973) Yale; Ph.D. (1978) M.I.T. *Farleigh S. Dickinson Jr. '41 Professor of Economics*
- Justin Moore
B.A. (1990) Rollins College; M.A. (2004) University of Central Michigan *Assistant Professor of Physical Education*
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Ph.D. (1999) University of Connecticut *Associate Professor of Biology*
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S.B. (1974) M.I.T.; Ph.D. (1977) Princeton *Webster Atwell—Class of 1921 Professor of Mathematics*
- David E. Morris
B.A. (1996) Williams; M.F.A. (2001) University of Washington *Visiting Lecturer in Theatre*
- Aamir Mufti *Clark/Oakley Fellow*
- Ngonidzashe Munemo
B.A. (2000) Bard College; Ph.M. (2003) Columbia *Assistant Professor of Political Science*
- Peter T. Murphy
B.A. (1981) Yale; Ph.D. (1986) Johns Hopkins *Professor of English*
- Thomas P. Murtagh
A.B. (1974) Princeton; Ph.D. (1983) Cornell *Professor of Computer Science*
- Kenda B. Mutongi
B.A. (1989) Coe College; Ph.D. (1996) University of Virginia *Professor of History*
- Mara Naaman
B.A. (1996) Wesleyan; Ph.D. (2007) Columbia *Assistant Professor of Arabic*
- Steven E. Nafziger
B.A. (2000) Northwestern; Ph.D. (2003) Yale *Assistant Professor of Economics*
- Gail M. Newman
B.A. (1976) Northwestern; Ph.D. (1985) University of Minnesota *Harold J. Henry Professor of German*
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B.A. (1962) New York University; Ph.D. (1971) Columbia *Visiting Professor of Romance Languages*
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B.A. (1984) University of California; Ph.D. (1995) University of Virginia *Professor of Sociology*
- Glyn P. Norton
Willcox B. and Harriet M. Adsit Professor of International Studies and Professor of Romance Languages
A.B. (1963) University of Michigan; Ph.D. (1968) University of Michigan
- ** Christopher M. B. Nugent
B.A. (1991) Brown; Ph.D. (2004) Harvard *Assistant Professor of Chinese*
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B.A. (1972) Stanford; Ph.D. (1982) Yale *Dennis A. Meenan '54 Third Century Professor of Art*
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B.S. (1997) Union College; Ph.D. (2003) Brown *Assistant Professor of Mathematics*
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B.A. (1986) Wellesley; Ph.D. (1991) M.I.T. *Professor of Chemistry*
- Paul Park
B.A. (1975) Hampshire College *Lecturer in English*
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Field Memorial Professor of Astronomy and Director of the Hopkins Observatory
A.B. (1963) Harvard; Ph.D. (1969) Harvard
- Darel E. Paul
B.A. (1990) University of Minnesota; Ph.D. (2001) University of Minnesota *Associate Professor of Political Science*
- Enrique Peacock-López
B.S. (1974) University Nac. Autónoma, Mexico; Ph.D. (1982) University of California, San Diego *Professor of Chemistry*
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B.A. (1982) College of Wooster; M.A. (1985) Brown University *Visiting Lecturer in Mathematics, First Semester*
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B.A. (1986) Wells College; Ph.D. (1999) Georgetown *Visiting Assistant Professor of Philosophy*
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B.A. (1986) Miami University; Ph.D. (1993) Columbia *Associate Professor of Economics*
- Ileana Perez Velazquez
B.M. Higher Institute of Arts-Havana, Cuba; D.M. (2000) Indiana University *Associate Professor of Music*
- Sonia Perez-Villanueva
B.A. (1996) University of the Basque Country; Ph.D. (2008) University of Birmingham, United Kingdom *Visiting Assistant Professor of Spanish*

Faculty

- *** James L. Pethica *Senior Lecturer in English and Fellow of the Oakley Center for the Humanities and Social Sciences, Second Semester*
B.A. (1980) Oxford; Ph.D. (1987) Oxford
- Katarzyna Pieprzak *Assistant Professor of Francophone, Literature and French Language*
B.A. (1995) Rice; Ph.D. (2001) University of Michigan
- David M. Pilachowski *College Librarian*
B.A. (1971) University of Vermont; M.L.S. (1973) University of Illinois
- Michelyne Pinard *Assistant Professor of Physical Education and Head Women's Soccer Coach*
B.A. (1998) Dartmouth; M.S. (2002) University of Pennsylvania
- Amy D. Podmore *Professor of Art*
B.S. (1982) State University College of Buffalo; M.F.A. (1987) University of California, Davis
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B.A. (1975) Oberlin; Ph.D. (1985) Cornell
- Lawrence E. Raab *Morris Professor of Rhetoric*
B.A. (1968) Middlebury; M.A. (1972) Syracuse
- Ashok S. Rai *Assistant Professor of Economics*
A.B. (1992) Stanford; Ph.D. (1997) University of Chicago
- Wendy E. Raymond *Professor of Biology*
A.B. (1982) Cornell; Ph.D. (1990) Harvard
- * Anne Reinhardt *Assistant Professor of History*
B.A. (1990) Harvard; Ph.D. (2002) Princeton
- Mark T. Reinhardt *Professor of Political Science and Class of 1956 Professor of American Civilization*
B.A. (1983) Wesleyan; Ph.D. (1991) University of California, Santa Cruz
- Richard C. Repp *Bennett Boskey Visiting Professor of History, First Semester*
B.A. (1959) Oxford University; Ph.D. (1966) Oxford University
- Joel Revill *Visiting Assistant Professor of History*
B.A. (1997) Reed College; Ph.D. (2006) Duke University
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B.A. (1997) University of California, Berkeley; Ph.D. (2005) University of Pennsylvania
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B.A. (1979) University of Michigan; Ph.D. (1984) University of California, Berkeley
- Neil Roberts *Assistant Professor of Africana Studies*
B.A. (1998) Brown University; Ph.D. (2007) University of Chicago
- Stephane P. R. Robolin *Assistant Professor of Africana Studies*
B.A. (1998) Tulane; Ph.D. (2005) Duke
- Michael Rolleigh *Assistant Professor of Economics*
B.A. (1998) Hendrix College; Ph.D. (2004) University of Minnesota
- Alix H. Rorke *Assistant Professor of Physical Education and Head Field Hockey Coach*
B.A. (1993) Williams; M.S. (1996) Smith
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A.B. (1980) Smith; Ph.D. (1987) Oregon State
- Shawn J. Rosenheim *Professor of English and Director of the Faculty Center for Media Technologies*
B.A. (1983) Oberlin; Ph.D. (1992) Yale
- Leyla Rouhi *Professor of Spanish*
B.A. (1987) Oxford; Ph.D. (1995) Harvard
- Merida Rúa *Assistant Professor of American Studies*
B.A. (1993) University of Illinois; Ph.D. (2003) University of Michigan
- Karen Russell *Margaret Bundy Scott Visiting Professor of English, Second Semester*
B.A. (2003) Northwestern University; M.F.A. (2006) Columbia University
- T. Michael Russo *Assistant Professor of Physical Education and Coordinator of Physical Education*
B.A. (1967) University of Massachusetts; M.S. (1970) University of Massachusetts
- Michael Samson *Visiting Associate Professor of Economics*
B.A. (1983) Yale; Ph.D. (1994) Stanford
- Nathan Sanders *Assistant Professor of Linguistics*
S.B. (1996) MIT; Ph.D. (2003) University of California, Santa Cruz
- Marlene J. Sandstrom *Associate Professor of Psychology*
B.A. (1991) Yale; Ph.D. (1996) Duke
- Noah J. Sandstrom *Associate Professor of Psychology*
B.A. (1994) Knox College; Ph.D. (1999) Duke

Faculty

- Omar Sangare
M.F.A. (1993) The Theatre Academy; Ph.D. (2006) The Theatre Academy *Assistant Professor of Theatre*
- Sheafe Satterthwaite
B.A. (1962) University of Virginia *Lecturer in Art*
- * Robert M. Savage
B.A. (1987) Bowdoin; Ph.D. (1993) Wesleyan *Associate Professor of Biology*
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B.A. (2000) Bogazici University; Ph.D. (2006) Brandeis University *Assistant Professor of Economics*
- Kenneth K. Savitsky
B.A. (1993) Indiana University; Ph.D. (1997) Cornell *Associate Professor of Psychology*
- Jana L. Sawicki
B.A. (1974) Sweet Briar; Ph.D. (1983) Columbia *Carl W. Vogt '58 Professor of Philosophy*
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B.S. (1975) Hofstra University; M.A. (1976) University of Pennsylvania; Ph.D. (1979) University of Pennsylvania *Professor of Economics and President of the College*
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B.A. (1996) Oberlin; M.A. (2003) University of Washington *Assistant Professor of English*
- Lucie Schmidt
A.B. (1992) Smith; Ph.D. (2002) University of Michigan *Associate Professor of Economics*
- * Cheryl L. Shanks
B.A. (1983) University of California, Santa Cruz; Ph.D. (1994) University of Michigan *Professor of Political Science*
- Harry C. Sheehy III
B.A. (1975) Williams; M.Ed. (1988) University of Washington *Director of Physical Education, Athletics and Recreation and Assistant Professor in Physical Education*
- James R. Shepard
B.A. (1978) Trinity; M.F.A. (1980) Brown *J. Leland Miller Professor of American History, Literature, and Eloquence*
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B.A. (1987) Williams; M.F.A. (1992) University of Houston *Lecturer in English*
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B.S. (1977) University of Utah; Ph.D. (1984) Washington University *Robert F. White Class of 1952 Professor of Public Affairs*
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B.A. (1991) Amherst; Ph.D. (1996) Princeton *Professor of Music*
- Lara Shore-Sheppard
B.A. (1991) Amherst; Ph.D. (1996) Princeton *Associate Professor of Economics*
- Olga Shevchenko
B.A. (1996) Moscow State University; Ph.D. (2002) University of Pennsylvania *Assistant Professor of Sociology*
- Jacquelyn E. Sholes
B.A. (2000) Wellesley; M.F.A. (2004) Brandeis University *Visiting Assistant Professor of Music*
- ** Glenn W. Shuck
B.A. (1994) Texas Lutheran University; Ph.D. (2004) Rice University *Assistant Professor of Religion*
- Cesar E. Silva
B.S. (1977) Catholic University, Peru; Ph.D. (1984) University of Rochester *Hagey Family Professor of Mathematics*
- Holly Silva
B.S. (1977) Connecticut State University; M.F.A. (1987) Smith *Lecturer in Physical Education*
- Marc A. Simpson
B.A. (1975) Middlebury; Ph.D. (1993) Yale *Lecturer in the Graduate Program in Art History and Associate Director of the Graduate Program in Art History*
- ** Shanti M. Singham
B.A. (1980) Swarthmore; Ph.D. (1991) Princeton *Professor of History*
- *** Anne R. Skinner
B.A. (1961) Radcliffe; Ph.D. (1966) Yale *Senior Lecturer in Chemistry*
- David C. Smith
B.S. (1968) Yale; Ph.D. (1977) University of Michigan *Senior Lecturer in Biology*
- * David L. Smith
Thomas E. Smith
B.A. (1988) Williams; Ph.D. (1996) Stanford *John W. Chandler Professor of English Associate Professor of Chemistry*
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B.A. (2001) Brown University; M.A. (2003) Columbia University *Gaius Charles Bolin Fellow in Comparative Literature*
- Anita R. Sokolsky
B.A. (1974) Oberlin; Ph.D. (1985) Cornell *Professor of English*

Faculty

- Paul R. Solomon
B.A. (1970) S.U.N.Y., New Paltz; Ph.D. (1975) University of Massachusetts
Professor of Psychology
- Stefanie Solum
B.A. (1991) University of Wisconsin, Madison; Ph.D. (2001) University of California, Berkeley
Associate Professor of Art
- Steven P. Souza
B.S. (1973) Cooper Union; Ph.D. (1979) S.U.N.Y., Stony Brook
Observatory Supervisor/Instructor of Astronomy
- * Mihai Stoiciu
B.S. (1999) University of Bucharest; Ph.D. (2005) California Institute of Technology
Assistant Professor of Mathematics
- Mark A. Stoler
B.A. City College of New York; Ph.D. University of Wisconsin, Madison
Visiting Professor of Leadership Studies, Second Semester
- Jefferson Strait
A.B. (1975) Harvard; Ph.D. (1985) Brown
Professor of Physics and College Marshal
- Frederick W. Strauch
B.S. (1998) Loyola College; Ph.D. (2004) University of Maryland
Assistant Professor of Physics
- Laura R. Strauch
B.A. (1999) Loyola College
Instructor in Chemistry
- Kai Sun
B.A. (2002) Qiqihar University
Visiting Lecturer in Chinese
- Alison Swain
B.A. (2001) Williams; Ph.D. (2006) University of Washington, Seattle
Assistant Professor of Physical Education
- Anand V. Swamy
B.A. (1983) University of Delhi, India; Ph.D. (1993) Northwestern
Professor of Economics
- Karen E. Swann
B.A. (1975) Oberlin; Ph.D. (1983) Cornell
Professor of English
- Jane Swift
B.A. (1987) Trinity College
Class of 1948 Distinguished Visiting Lecturer in Leadership Studies, Second Semester
- * Steven J. Swoap
B.A. (1990) Trinity; Ph.D. (1994) University of California, Irving
Professor of Biology
- Musa Syeed
B.F.A. TISCH School of Arts, New York University
Adjunct Professor of Art in Williams in New York Program, First Semester
- *** Barbara E. Takenaga
B.F.A. (1972) University of Colorado; M.F.A. (1978) University of Colorado
Mary A. and William Wirt Warren Professor of Art
- * Mark C. Taylor
B.A. (1968) Wesleyan; Ph.D. (1973) Harvard; Doktorgrad (1981) University of Copenhagen
Cluett Professor of Humanities
- Emmanuel Theophilus
B.A. (1979) University of Delhi; M.A. (1981) University of Delhi
Class of 1946 Visiting Associate Professor of Environmental Studies, First Semester
- John W. Thoman, Jr.
B.A. (1982) Williams; Ph.D. (1987) M.I.T.
J. Hodge Markgraf Professor of Chemistry
- ** Christian Thorne
B.A. (1995) Wesleyan; Ph.D. (2001) Duke
Assistant Professor of English and Fellow of the Oakley Center for the Humanities and Social Sciences, First Semester
- Stephen J. Tift
B.A. (1975) Harvard; Ph.D. (1984) Cornell
Professor of English
- Claire S. Ting
B.A. (1986) Yale; Ph.D. (1994) Cornell
Assistant Professor of Biology
- David Tucker-Smith
B.A. (1995) Amherst; Ph.D. (2001) University of California, Berkeley
Assistant Professor of Physics
- Ji-Young Um
B.A. (1996) Oberlin; M.A. (2000) University of London
Visiting Assistant Professor of English
- * Arafaat Valiani
B.A. (1996) Concordia University; Ph.D. (2005) Columbia
Assistant Professor of Sociology
- Frances Vandermeer
B.S. (1987) Southern Connecticut State University
Assistant Professor of Physical Education
- Janneke van de Stadt
B.A. (1988) Amherst College; Ph.D. (2000) University of Wisconsin, Madison
Associate Professor of Russian
- * Armando Vargas
B.S. (1992) Georgetown; M.A. (1995) Harvard
Assistant Professor of Comparative Literature
- Rafael Vega
B.A. (2000) Oberlin
Lecturer in Physical Education
- Manu Vimalassery
B.A. (2000) Oberlin
Mellon Postdoctoral Fellow in Asian-American Studies

Faculty

- William G. Wagner
B.A. (1972) Haverford; D.Phil. (1980) Oxford *Dean of the Faculty and Brown Professor of History*
- Binyavanga Wainaina *Sterling Brown '22 Visiting Professor of Africana Studies, First Semester*
M.A. (2007) University of East Anglia
- Alan Wallach *Robert Sterling Clark Visiting Professor of Art History, First Semester*
Ph.D. (1973) Columbia University
- Chen Wang *Visiting Lecturer in Chinese*
B.A. (1998) Dalian University—Foreign Languages
- Dorothy J. Wang *Assistant Professor of American Studies*
B.A. (1985) Duke; Ph.D. (1998) University of California, Berkeley
- Christopher M. Waters *Hans W. Gatzke '38 Professor of Modern European History*
B.A. (1977) California State, Long Beach; Ph.D. (1985) Harvard
- * Tara Watson *Assistant Professor of Economics*
B.A. (1996) Wesleyan; Ph.D. (2003) Harvard
- Bradley Wells *Clay Artist-in-Residence, Director of Choral/Vocal Activities, and Lecturer in Music*
B.A. (1984) Principia College; D.M.A. (2005) Yale
- * Peter S. Wells *Assistant Professor of Physical Education,
Coordinator of Crew Programs, and Head Coach of Men's Crew*
B.A. (1979) Williams
- *** Carmen Whalen *Professor of History*
B.A. (1985) Hampshire College; Ph.D. (1994) Rutgers
- Michael F. Whalen *Assistant Professor of Physical Education*
B.A. (1983) Wesleyan; M.P.E. (1986) Springfield College
- ** Alan E. White *Mark Hopkins Professor of Philosophy and
Fellow of the Oakley Center for the Humanities and Social Sciences, First Semester*
B.A. (1972) Tulane; Ph.D. (1980) Pennsylvania State University
- Amanda Wilcox *Assistant Professor of Classics*
B.A. (1996) Reed College; Ph.D. (2002) University of Pennsylvania
- Heather Williams *Professor of Biology*
B.A. (1977) Bowdoin; Ph.D. (1985) Rockefeller
- Alex W. Willingham *Professor of Political Science*
B.A. (1963) Southern University, Baton Rouge; Ph.D. (1974) U.N.C., Chapel Hill
- Nicholas L. Wilson *Assistant Professor of Economics*
B.A. (1999) Reed College; M.A. (2004) Harvard University
- Reinhard A. Wobus *Edna McConnell Clark Professor of Geology*
A.B. (1962) Washington University; Ph.D. (1966) Stanford
- * K. Scott Wong *James Phinney Baxter, 3rd Professor of History*
B.A. (1976) Rutgers; Ph.D. (1992) University of Michigan
- James B. Wood *Charles R. Keller Professor of American History*
B.A. (1968) Florida Presbyterian; Ph.D. (1973) Emory
- William K. Wootters *Barclay Jermain Professor of Natural Philosophy*
B.S. (1973) Stanford; Ph.D. (1980) University of Texas
- Reiko Yamada *Professor of Japanese*
Ph.D. (1988) Cornell
- Kasumi Yamamoto *Assistant Professor of Japanese*
B.A. (1985) Columbia; Ph.D. (1999) Cornell
- * Li Yu *Assistant Professor of Chinese*
B.A. (1995) East China Normal University; Ph.D. (2003) Ohio State University
- Safa R. Zaki *Assistant Professor of Psychology*
B.A. (1989) American University, Cairo; Ph.D. (1996) Arizona State University
- Nicholas Zamutto *Arthur J. Levitt Artist-in-Residence in Art*
- Yinglei Zhang *Visiting Lecturer in Chinese*
M.Ed. (2001) Saint Michael's College
- ** Betty Zimmerberg *Professor of Psychology*
B.A. (1971) Harvard; Ph.D. (1976) C.U.N.Y.
- David J. Zimmerman *Orrin Sage Professor of Political Economy*
B.Comm. (1985) University of Toronto; Ph.D. (1992) Princeton
- Steven J. Zottoli *Howard B. Schow '50 and Nan W. Schow Professor of Biology*
B.A. (1969) Bowdoin; Ph.D. (1976) University of Massachusetts

LIBRARIES

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Nancy Birkrem B.A. (1981) Wellesley; M.L.S. (1983) Vanderbilt	<i>Special Collections Preparation Supervisor</i>
Christine W. Blackman B.A. (1989) Notre Dame; M.L.S. (1999) Simmons College	<i>Catalog Librarian</i>
Sylvia B. Kennick Brown A.B. (1977) Oberlin; M.S.L.S. (1981) Simmons	<i>College Archivist/Special Collections Librarian</i>
David A. Chalifoux A.S. (2005) Berkshire Community College	<i>Library Shelving Facility Supervisor</i>
Timothy J. Cherubini B.A. (1984) Edinboro University of Pennsylvania; M.M. (1988) Indiana University; M.L.S. (1988) Indiana University	<i>Head of Collection Development and Acquisitions</i>
Lori A. DuBois B.A. (1994) Colby College; M.S.L.S. (1997) University of Illinois at Urbana-Champaign	<i>Reference and Instruction Librarian</i>
Susan G. Galli A.S. (1975) Berkshire Community College	<i>Library Administrator</i>
Wayne G. Hammond B.A. (1975) Baldwin-Wallace; A.M.L.S. (1976) University of Michigan	<i>Assistant Chapin Librarian</i>
Jo-Ann Irace	<i>Head of Access Services</i>
Robin Kibler B.Mus. (1975) Southern Methodist; M.L.S. (1990) S.U.N.Y., Albany	<i>Head of the Cataloging Department</i>
Walter Komorowski B.A. (1979) North Adams State College; M.A. (1984) S.U.N.Y., Binghamton; M.L.S. (1988) S.U.N.Y., Albany	<i>Head of Library Systems</i>
Christine Ménard B.A. (1987) University of Tours, France; M.A. (1988) University of Tours, France; M.L.S. (1991) S.U.N.Y., Albany	<i>Head of Research and Reference Services</i>
Alison R. O'Grady B.A. (1982) Providence College	<i>Interlibrary Loan Supervisor</i>
Rebecca Ohm B.A. (1975) University of Illinois, Springfield; M.L.S. (1995) S.U.N.Y., Albany	<i>Reference and Government Documents Librarian</i>
Jodi Psoter B.S. (1995) Virginia Polytechnic Institute and State University; M.L.S. (1999) Southern Connecticut State University	<i>Science Librarian</i>
Robert L. Volz B.A. (1962) Marquette; M.A.L.S. (1963) University of Wisconsin	<i>Custodian of the Chapin Library</i>
Helena Warburg B.S. (1980) Indiana University; M.L.I.S. (1987) Indiana University	<i>Head of the Science Library</i>

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College and Community Advisory: Joe Cruz, Anne Skinner, Stefanie Solum, Steve Tifft, students to be announced.

Compensation Committee: Alison Case, *Chair*, Melissa Barry, Gerry Caprio, Peter Farwell, Sarah Goh, Eva Grudin, Dan Lynch, Jenna MacIntire, Peter Montiel, Amanda Wilcox.

Diversity and Community: Mark Reinhardt, *Chair*, Shannon Bryant (*first semester*), Kate Fletcher, Joyce Foster, Scott Lewis, Sulgi Lim, Susan Loepp, Christine Menard, Trevor Murphy, Wendy Raymond, Michael Reed*, Stephane Robolin, Omar Sangare, Arif Smith, Richard Spalding, Karen Swann, Dorothy Wang, Burge Abiral '11, Irtefa Binte-Farid '11, Anthony Coleman '10 (*first semester*), Janay Clyde '10, Katie Creel '10, Mia DeSimone '10, Peter Nurnberg '09, Jose Ruiz '10.

Educational Policy: Monique Deveaux, *Chair*, Kerry Christensen, Will Dudley, Joan Edwards, Eiko Siniawer, Allison Pacelli, Kashia Pieprzak, Karen Merrill*, William Wagner*, Charles Toomajian Jr.*, Morton Owen Schapiro*, students to be announced.

Faculty Review: Christopher Bolton, Sarah Bolton, William Darrow, Joan Edwards, Jennifer French, Amy Gehring, Jim Mahon, Peter Murphy, Kashia Pieprzak, Noah Sandstrom, Lucie Schmidt.

Honorary Degrees: David Dethier, Cathy Johnson, Larry Raab, Jefferson Strait*, Keli Kaegi*, students to be announced.

Honor System-Discipline: Marlene Sandstrom†, *Chair of Discipline Committee* and *Chair of Honor Committee*, Dieter Bingemann†, Theo Davis†, Guy Hedreen†, Roger Kittleson, Steve Kuster, Alix Rorke, Merida Rua, Karen Merrill†*, students to be announced.

Information Technology: Shawn Rosenheim, *Chair*, Betsy Brainerd, Deb Brothers, Steve Souza, William Lenhart*, David Pilachowski*, Dinny Taylor*, Charles Toomajian Jr., Thomas Dwyer, students to be announced.

Lecture: Noah Sandstrom, *Chair*, Mark Haxthausen, Merida Rua, Olga Shevchenko, students to be announced.

Faculty-Student Committees, Special Advisors

Library: Anand Swamy, *Chair*, Marsha Altschuler, Ileana Perez Velazquez, William Lenhart*, David Pilachowski*, Robert Volz*, students to be announced.

Priorities and Resources: Safa Zaki, *Chair*, Rob Baker-White, Lara Hutson, David Zimmerman, Stephen Birrell*, Keith Finan*, William Lenhart*, Steve Klass*, students to be announced.

Steering: Tiku Majumder, *Chair for fall semester*, Christopher Bolton, Amy Gehring, Gretchen Long, Peter Murphy, Lucie Schmidt.

Undergraduate Life: Janneke van de Stadt, *Chair*, Lois Banta, Bill Barrale, Brent Heeringa, Bojana Mladenovic, students to be announced.

Winter Study Program: Ollie Beaver, *Chair*, Anna Fishzon, Larry Kaplan, Sara LaLumia, Nathan Sanders, Barbara Casey*, Paula Consolini*, Christine Menard*, students to be announced.

* Ex-officio

† Honor Subcommittee

SPECIAL ADVISORS 2008-2009

Architecture: Ann K. McCallum

Business Schools and Business Opportunities: Robin Meyer

Divinity Schools: Richard E. Spalding

Engineering: Jefferson Strait

Faculty Fellowships: William G. Wagner

Federally Funded Faculty Fellowships (NSF, Fulbright, HHMI, etc.): Keith Finan

Graduate Fellowships and Scholarships: Joseph C. Spooner

Churchill Scholarship

Fulbright Predoctoral Grants

Luce Scholars Program

Mellon Fellowship

Rhodes, Marshall Scholarships

Harry S. Truman Scholarship

Watson Traveling Fellowship

Graduate Schools of Arts and Sciences: Department Heads

Health Professions Advisor: Jane D. Cary

International Student Advisor: Gina Coleman

Law Schools: Dawn Dellea

National Science Foundation: Department Chairs

Peace Corps: Dawn Dellea

Public and International Affairs Schools and Foreign Service: James McAllister

Special Academic Programs: Molly L. Magavern

Student Writing Tutorial Program: Joyce P. Foster

Study Abroad Programs: Laura B. McKeon

Teaching, M.A.T. Programs: Susan L. Engel, John Noble

Williams College Fellowships for Graduate Study: Joseph C. Spooner

Winter Study Practice Teaching: Susan L. Engel

SEXUAL HARASSMENT/DISCRIMINATION ADVISORS

Advisors are available to all members of the College community for consultation concerning incidents that could be a form of discrimination. The advisor's role is described in the *Discrimination Grievance Policy and Procedures*, printed in the handbooks. Persons serving as advisors are health staff and counselors, assistant and associate deans, Human Resources officers, the Chaplain, and the Affirmative Action Officer. There are also two faculty, two staff, and two student advisors who have received training in sexual harassment and other discrimination advising.

Gina Coleman, *Associate Dean, Hopkins*
David Johnson, *Associate Dean, Hopkins*
Laura McKeon, *Associate Dean, Hopkins*
Charles Toomajian, *Associate Dean and Registrar, Hopkins*
Arif Smith, *Assistant Director of the MCC, Jenness*
Michael Reed, *Vice President for Strategic Planning and Institutional Diversity, Hopkins*
Martha Tetrault, *Director Human Resources, B&L Building*
Robert Wright, *Associate Director Human Resources, B&L Building*
Richard Spalding, *Chaplain, Paresky Center*
Donna Denelli-Hess, *Health Educator, Thompson*
Ruth Harrison, *Director of Health Services, Thompson*
Alan Arias '10
Elizabeth Brickley '10
Cathy Johnson, *Political Science, Stetson*
Enrique Peacock-López, *Chemistry, Bronfman*
Paula Moore Tabor, *Alumni Relations, Mears*
Bruce Wheat, *Information Technology, Jesup*

STANDING PANELS FOR DISCRIMINATION GRIEVANCE PROCEDURES

The grievance committee that hears cases of alleged discrimination (see handbooks) is appointed from a standing panel consisting of thirty-two persons, drawn from several College panels and from the College Council. Its membership also includes a minority faculty and staff representative. Two panel members—one a member of the faculty, the other of the staff—stand ready to chair the grievance committee appointed to hear a particular case.

Faculty Review Panel: Christopher Bolton, Sarah Bolton, William Darrow, Joan Edwards, Jennifer French, Amy Gehring, James Mahon, Peter Murphy, Kashia Pieprzak, Noah Sandstrom, Lucie Schmindt, TBA (1).

Provost's Panel: Michael Frawley, Gary Guerin, Robin Kibler, Richard Nesbitt, Elizabeth Reynolds, Charles Toomajian.

Vice President for Operations' Panel: Heather Clemow, Marc Field, Robert Jarvis, Kelly Kervan, Beatrice Miles, Paula Moore Tabor.

College Council Panel: Emily Deans '09, Curtis Flournoy '11, Jeremy Goldstein '09, Peter Nurnberg '09, William Slack '11, Sasha Zheng '11.

Minority Faculty-Staff Representatives: Appointed by the President.

Faculty Chair: Appointed by President.

Staff Chair: Appointed by President.

OFFICES OF ADMINISTRATION 2008-2009

Office of the President

Morton Owen Schapiro *President*
 B.S. (1975) Hofstra University; M.A. (1976) University of Pennsylvania; Ph.D. (1979) University of Pennsylvania
 Keli A. Kaegi *Assistant to the President and Secretary of the College*
 B.A. (1988) Wellesley College; M.S. (1991) University of Rochester

Office of the Provost

William J. Lenhart *Provost and Treasurer*
 B.S. (1977) St. Joseph's College (Philadelphia); A.M. (1979) Dartmouth; Ph.D. (1983) Dartmouth
 Keith C. Finan *Associate Provost*
 B.A. (1976) Miami University, Ohio; M.A. (1979) S.U.N.Y., Binghamton
 Thomas J. Dwyer *Budget Director*
 B.A. (1995) Pomona College; M.B.A. (2001) Harvard Business School
 Chris Winters *Director of Institutional Research*
 B.A. (1995) Williams; M.S./M.B.A. (1996) Northeastern University, GSPA
 Kristan Renish *Budget and Planning Analyst*
 B.A. (1981) Bates College
 Kathleen L. Therrien *Trust Administrator*
 B.S. (1997) Massachusetts College of Liberal Arts
 Anita Gutmann *Acting Executive Assistant*

Office of the Dean of the Faculty

William G. Wagner *Dean of the Faculty*
 B.A. (1972) Haverford; D.Phil. (1980) Oxford University
 John P. Gerry *Associate Dean of the Faculty*
 A.B. (1984) Grinnell College; Ph.D., A.M., A.L.M. (1993) Harvard University
 Sally L. Bird *Administrative Coordinator of Faculty Affairs*
 Paula M. Consolini *Cordinator of Experiential Education*
 A.B. (1981) Lafayette College; Ph.D. (1992) University of California, Berkeley
 Carolyn Greene *Academic Program Coordinator*
 B.A. (2002) Williams

Office of the Dean of the College

Karen R. Merrill *Dean of the College*
 B.A. (1986) Oberlin; Ph.D. (1994) University of Michigan
 David C. Johnson *Associate Dean for First-Year Students*
 B.A. (1971) Williams; M.A. (1995) Williams
 Stephen D. Sneed *Associate Dean*
 B.S. (1971) Western Michigan University; Ed.D. (1979) West Virginia University
 Charles R. Toomajian, Jr. *Associate Dean and Registrar*
 A.B. (1965) Bowdoin; Ph.D. (1974) Cornell
 Gina Coleman *Associate Dean*
 B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts; Ph.D. (2007) University of Nebraska
 Laura B. McKeon *Associate Dean and Director of International Study*
 B.A. (1969) University of Chicago; Ph.D. (1980) University of Chicago
 Joseph C. Spooner *Director of Fellowships and Advanced Study Advising*
 B.A. (1991) Yale; M.A. (1995) Florida State University
 Cynthia G. Haley *Executive Assistant to the Dean*

Office of the Vice President for Alumni Relations and Development

Stephen R. Birrell *Vice President for Alumni Relations and Development*
 B.A. (1964) Williams; M.A.T. (1966) Wesleyan; M.P.A. (1980) University of New Hampshire
 Juan G. Baena *Assistant Director of Alumni Relations and Director of Technology/Affinity Programs*
 B.A. (2007) Williams College
 Robert V. Behr *Alumni Travel Coordinator*
 B.A. (1955) Williams; Ed.M. (1962) Harvard
 Pam Besnard *Director of Major Giving*
 B.A. (1984) Williams
 Enoch J. Blazis *Senior Development Officer*
 B.S. (1987) U.S. Naval Academy
 Crystal A. Brooks *Director of Research, Development Office*
 B.A. (1995) Skidmore College
 Kimberly A. Brown *Manager of Mailing Services*
 B.S. (1982) Massachusetts College of Liberal Arts
 Michael A. Burdick *Web Manager*
 Patricia M. Burton *Assistant Director of Donor Relations*
 B.A. (1984) Hartwick College

Offices of Administration

Mary Ellen Czerniak B.A. (1972) DePaul University; B.A. (1977) University of Wyoming	<i>Director of Corporate and Foundation Relations</i>
David B. Dewey B.A. (1982) Williams	<i>Senior Development Officer</i>
Diana M. Elvin B.A. (1971) Wheaton College; M.A. (1990) Assumption College	<i>Director of Donor Relations</i>
Patti J. Exster	<i>Stewardship Officer</i>
Lewis E. Fisher B.A. (1989) Williams	<i>Director of Major Giving Reunion Programs</i>
Brooks L. Foehl B.A. (1988) Williams	<i>Director of Alumni Relations and Secretary of the Society of Alumni</i>
Virginia N. Gaskill	<i>Executive Assistant</i>
Gillien Graye B.A. (1988) Bard College; M.S. (1991) S.U.N.Y., New Paltz; M.L.S. (1998) St. John's University	<i>Development Research Specialist</i>
Jennifer E. Grow B.A. (1994) Mt. Holyoke College	<i>Assistant Editor of Alumni Publications</i>
B. Thomas Henry B.A. (1976) Princeton; M.L.A. (1979) Harvard University	<i>Senior Development Officer</i>
Elizabeth L. Howard A.B. (1977) Earlham College	<i>Development Officer, Alumni Fund</i>
Cindy L. Kimball	<i>Manager of Bio Administration</i>
Jason Kohn B.A. (2008) Williams	<i>Alumni Relations Intern</i>
Peter R. Landry A.S. (1991) Berkshire Community College	<i>Manager of Gift Administration</i>
Dalit Lederman B.S. (2002) Adelphi University	<i>Events Manager</i>
Amy T. Lovett B.A. (1994) University of Richmond; M.A. (2000) S.U.N.Y., Albany	<i>Editor of Alumni Publications</i>
Rexford Lybrand B.S. (1999) Kennesaw State University	<i>Assistant Director of Alumni Relations and Director of Classes and Reunions</i>
Sheila Mason B.A. (1990) Massachusetts College of Liberal Arts	<i>Assistant Director of Major Giving Reunion Programs</i>
Margaret A. McComish B.A. (1991) University of Pennsylvania; M.A.R. (1993) Yale; J.D. (1998) University of Connecticut	<i>Associate Director of Planned Giving</i>
Julie J. Menard B.S. (2000) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
Marybeth F. Mitts B.A. (1985) Mount Holyoke; M.P.M. (1987) University of Maryland	<i>Assistant Director of Corporate and Foundation Relations</i>
Rachel F. Moore B.A. (1980) Bates College	<i>Director of Planned Giving</i>
Jane Nicholls B.A. (1977) Pennsylvania State University; M.S. (1999) Oxford	<i>Director of Parents Fund</i>
Heather L. O'Brien B.A. (1995) Trinity College, Burlington	<i>Development Officer, Alumni Fund</i>
Michael A. Reopell B.S. (1985) Massachusetts College of Liberal Arts; M.B.A. (1994) Western New England College	<i>Director of Advancement Information Systems</i>
Elizabeth W. Reynolds B.A. (1995) Williams	<i>Development Officer, Alumni Fund</i>
Donna M. Richardson A.S. (1988) Berkshire Community College	<i>Coordinator of Donor Relations Systems</i>
Christine A. Robare B.S. (1994) Massachusetts College of Liberal Arts; M.B.A. (1999) Western New England College	<i>Development Officer, Alumni Fund</i>
Rob P. Swann B.A. (1990) Williams; M.A. (1997) American University	<i>Assistant Director of Alumni Relations</i>
Paula Moore Tabor B.A. (1976) Williams; Ed.M. (1989) Harvard	<i>Associate Director of Alumni Relations and Director of Lifelong Learning</i>
Stephen M. Tomkowicz B.S. (1985) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
James H. Trapp B.A. (1976) Williams	<i>Director of Annual Giving</i>
Christopher J. Vadnais	<i>Programmer/Analyst</i>
Teresa J. Waryjasz A.S. (1980) Berkshire Community College	<i>Production Manager</i>
Robert H. White B.A. (1977) Colgate	<i>Director of Communications</i>
Alice E. Wilson B.A. (1971) University of Iowa	<i>Director of 25th Reunion Program</i>

Offices of Administration

Catherine M. Yamamoto
B.B.A. (1973) University of Wisconsin *Senior Development Officer*

Office of the Vice President for Operations

Stephen P. Klass *Vice President for Operations*
B.A. (1975) Hobart College; M.S. (1994) University of Rochester
Adriana B. Cozzolino *Assistant Vice President for Operations*
B.S. (1989) S.U.N.Y., Albany; C.P.A. (1994)
Mireille S. Roy *Executive Assistant and Mortgage Consultant*
A.S. (1969) Berkshire Community College; Real Estate Paralegal (2003)

Office of the Vice President for Strategic Planning and Institutional Diversity

Michael E. Reed *Vice President for Strategic Planning and Institutional Diversity*
B.A. (1975) Williams; M.A. (1979) Howard University

Office of Admission

Richard L. Nesbitt *Director of Admission*
B.A. (1974) Williams; M.S.Ed. (1985) University of Pennsylvania
Frances B. Lapidus *Associate Director of Admission*
B.S. (1966) Maryland; M.Ed. (1978) Massachusetts College of Liberal Arts
Sean M. Logan *Acting Associate Director of Admission*
B.A. (1988) Williams
Karen J. Parkinson *Associate Director of Admission*
A.B. (1970) Mount Holyoke; M.Ed. (1976) University of Rochester
Liliana Rodriguez *Associate Director of Admission*
B.A. (2001) Williams; M.S. (2004) University of Massachusetts, Amherst
Constance D. Sheehy *Associate Director of Admission for Operations*
B.A. (1975) Williams; M.Ed. (1995) Massachusetts College of Liberal Arts
Robert Rivas *Assistant Director of Admission*
B.A. (2001) Williams
Elizabeth Tilley *Assistant Director of Admission*
B.A. (2001) Williams
Sergio N. Marte *Admission Intern*
B.A. (2008) Williams

Office of Campus Life

Douglas J. B. Schiazza *Director of Campus Life*
B.A. (1993) Hope; M.A. (1997) Geneva
Aaron B. Gordon *Assistant Director of Campus Life—Residential Programs and Housing*
B.A. (2001) Franklin & Marshall; M.B.A. (2005) Union
Jessica A. Gulley *Assistant Director of Campus Life—Student Activities*
B.A. (1998) Castleton State; M.Ed. (2008) Antioch
Timothy J. Leonard *Student Activities Coordinator*
B.A. (2007) Dickinson
David I. Schoenholtz *Residential Life Coordinator*
B.A. (2007) Middlebury

Office of Campus Safety and Security

Jean M. Thorndike *Director of Campus Safety and Security*
B.S. (1986) Southern Vermont College
David J. Boyer *Associate Director of Campus Safety and Security*
B.S. (1982) Westfield State College

Office of Career Counseling

John H. Noble *Director of Career Counseling*
A.B. (1975) Harvard; M.S. (1980) Bank Street College of Education
Dawn M. Dellea *Assistant Director of Career Counseling*
B.S. (1992) Northeastern University; M.Ed. (2003) Cambridge College
Ronald L. Gallagher *Assistant Director of Career Counseling*
B.S. (1976) Springfield; A.S. (1974) Springfield Technical College
Kristen McCormack *Assistant Director of Recruiting*
B.S. (1987) Ithaca College; M.S. (1992) Lesley College
Robin L. Meyer *Associate Director of Career Counseling*
B.A. (1991) Gustavus Adolphus College; M.S. (1996) Mankato University
Jane D. Cary *Associate Director of Career Counseling and
Director of Science and Health Professions Advising*
B.A. (1977) Bates College; M.A. (1981) Columbia University, Teachers College

Office of the Chaplains

Richard E. Spalding *Chaplain to the College and Coordinator of Community Service*
B.A. (1976) Yale; M. Div. (1981) Yale Divinity School; S.T.M. (1986) Union Theological Seminary (NY)

Offices of Administration

Gary C. Caster *Catholic Chaplain*
 B.A. (1988) Catholic University of America; Licentiate (1989) Catholic University of America; M.A. (1992) Mt. St. Mary's University; M.Div. (1992) Mt. St. Mary's University

Robert S. Scherr *Jewish Chaplain*
 B.A. (1968) University of California, Berkeley; M.A. (1971) California State University (San Francisco); M.T.S. (2001) Harvard Divinity School

Office of the Chief Investment Officer

Collette Chilton *Chief Investment Officer*
 B.S. (1981) University of California, Berkeley; M.B.A. (1986) Amos Tuck School of Business Administration at Dartmouth

Bradford Wakeman *Director, Investment Operations and Risk Management*
 B.S. (1986) Bentley College

Timothy Joeng *Investment Officer, Non-Marketable Securities*
 B.E. (1997) Cooper Union; M.S. (1999) Columbia University

Shawn Donovan *Investment Officer, Marketable Securities*
 B.S. (1994) University of Notre Dame, C.F.A. (1999)

Abigail Wattley *Investment Analyst*
 B.A. (2005) Williams

Thomas Mucha *Investment Analyst*
 A.B. (2003) Harvard College

Kristen Corrigan *Office Manager/EA*
 B.S. (1993) Bentley College

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

Kelly F. Kervan *Assistant Controller*
 B.S. (1990) North Adams State College

Robert Seney *Investment Accountant*
 B.S. (1985) North Adams State College; M.B.A. (1989) University of Lowell

Lisa A. Gazaille *Accounting Systems Technical Coordinator*
 B.S. (1993) North Adams State College

Christina M. Trembley *Accountant*
 B.A. (2001) Massachusetts College of Liberal Arts

Office of Financial Aid

Paul J. Boyer *Director of Financial Aid*
 B.A. (1977) Williams

Betsy Hobson *Associate Director of Financial Aid*
 B.S. (1989) University of Colorado

Candace L. Marlow *Assistant Director of Financial Aid/Student Employment Coordinator*
 B.A. (2002) Williams

Office of Health

Ruth G. Harrison *Director of Health Services*
 B.S. (1973) Hunter College; M.A. (1982) New York University

Frances Lippmann, Ph.D. *Psychotherapist*
 B.A. (1955) Adelphi; Ph.D. (1966) New York University

John A. Miner, M.D. *Psychiatrist*
 B.S. (1973) University of South Dakota; M.D. (1975) University of Minnesota

Craig Piers, Ph.D. *Psychotherapist*
 B.A. (1986) Salve Regina University; Ph.D. (1993) New School for Research

Karen Theiling, L.M.H.C. *Psychotherapist*
 M.A. (2000) Antioch College

Judith Win, Ph.D. *Psychotherapist*
 B.A. (1966) Bates College; Ph.D. (1998) The Fielding Institute

Margaret H. Wood, L.I.C.S.W. *Psychotherapist*
 B.A. (1968) Eckerd College; M.S.W. (1987) S.U.N.Y., Albany

Donna M. Denelli-Hess *Health Educator*
 B.A. (1975) Massachusetts College of Liberal Arts; M.S.P.H. (1978) University of Massachusetts

Alyssa Sporbett *Health Educator*
 B.A. (1992) North Adams State College; M.Ed. (2000) Cambridge College

Offices of Administration

Michael Pinsonneault	<i>Pharmacist</i>
Deborah J. Flynn, F.N.P.	<i>Nurse Practitioner</i>
B.S.N. (1983) University of Massachusetts, Amherst; M.S.N. as F.N.P. (1996) University of Massachusetts, Amherst	
Maria Cruz, R.D., L.D.N.	<i>Nutritionist</i>
B.S. (1990) University of Wisconsin, Madison	

Office of Human Resources

Martha R. Tetrault	<i>Director of Human Resources</i>
B.A. (1977) Springfield College; M.A. (1985) S.U.N.Y., Albany	
Robert F. Wright	<i>Associate Director of Human Resources</i>
Rosemary K. Moore	<i>HRIS Manager</i>
B.A. (1968) Viterbo College; M.S. (1974) S.U.N.Y., Albany	
Richard B. Davis	<i>Payroll Manager</i>
B.A. (1971) Lowell Tech; M.B.A. (1981) University of Massachusetts	
Kristine A. Maloney	<i>Benefits Administrator</i>
B.S. (2002) Business Administration, Massachusetts College of Liberal Arts	
Danielle Gonzalez	<i>Employment Manager</i>

Office for Information Technology

James F. Allison	<i>Project Manager</i>
B.S. (1972) Tufts; M.B.A. (1994) Clark	
Mark I. Berman	<i>Director of Networks and Systems</i>
B.S. (1988) S.U.N.Y., Binghamton; M.S. (2002) Syracuse	
Cheryl Brewer	<i>Budget and Facilities Administrator</i>
Peter Charbonneau	<i>Networks and Systems Administrator</i>
B.S.E.E. (1984) University of Colorado	
Mark R. Connor	<i>Desktop Systems Specialist</i>
B.A. (1983) Berkshire Community College	
Gretchen Eliason	<i>Database Programmer/Analyst</i>
B.A. (1990) Boston University; M.S. (1998) Boston University	
Ashley W. Frost	<i>Networks and Systems Administrator</i>
B.A. (1992) Williams	
Lance E. Gallup	<i>Networks and Systems Administrator</i>
John B. Germanowski	<i>Project Manager</i>
B.A. (1986) Williams	
Todd M. Gould	<i>Networks and Systems Administrator</i>
B.A. (1996) Massachusetts College of Liberal Arts	
Mika Hirai	<i>Instructional Technology Specialist</i>
B.A. (1989) Obirin University, Japan; M.A. (2001) University of Iowa	
Terri-Lynn Hurley	<i>Senior Desktop Systems Specialist</i>
B.S. (1992) Westfield State College	
Maggie Koperniak	<i>Project Manager</i>
B.A. (1979) Massachusetts College of Liberal Arts; M.B.A. (1999) University of Massachusetts, Amherst	
Kate Krolicki	<i>Web, Print and Training Specialist</i>
B.A. (1995) Williams	
Criss S. Laidlaw	<i>Director of Administrative Information Systems</i>
B.A. (1982) Carleton College	
James Lillie	<i>Media Services Assistant</i>
John M. Markunas	<i>Network and Systems Administrator</i>
B.S.E.E. (1974) Lowell Tech	
Gabriel McHale	<i>Networks and Systems Administrator</i>
Lynn M. Melchiori	<i>Desktop Systems Specialist</i>
B.A. (1978) University of Massachusetts, Amherst; M.Ed. (2001) Massachusetts College of Liberal Arts	
Sharron J. Macklin	<i>Instructional Technology Specialist</i>
B.S. (1972) University of Massachusetts, Amherst; M.S. (1996) University of Maine, Orono	
Jonathan Morgan-Leaman	<i>Director of Instructional Technology</i>
B.A. (1989) Colgate, M.S. (2007) University of Massachusetts, Amherst	
Trevor Murphy	<i>Instructional Technology Specialist</i>
B.A. (1994) S.U.N.Y.; M.S. (1996) Oregon State University	
Edward S. Nowlan	<i>Database Administrator</i>
B.S. (1985) Southern Connecticut State University	
Todd Noyes	<i>Desktop Systems Specialist</i>
B.A. (2007) Massachusetts College of Liberal Arts	
Robert G. Ouellette	<i>Project Manager</i>
Guy Randall	<i>Desktop Systems Specialist</i>
Philip F. Remillard	<i>Media Services Specialist</i>
B.A. (1978) Massachusetts College of Liberal Arts	

Offices of Administration

Michael Richardson	<i>Media Lab Coordinator</i>
Seth Rogers	<i>Director Desktop Systems</i>
B.A. (1989) Reed College	
Douglas A. Rydell	<i>Project Manager</i>
B.A. (1980) St. John's	
Paul J. Smernoff	<i>Assistant Networks and Systems Administrator</i>
Dinny S. Taylor	<i>Chief Technology Officer</i>
B.A. (1968) Connecticut College; M.Ed. (1970) Lesley	
Joshua Trivolini	<i>Desktop Systems Specialist</i>
B.S. (2007) St. Lawrence University	
Jianjun Wang	<i>Instructional Technology Specialist</i>
B.A. (1982) Shanghai International Studies University, China; M.A. (1994) University of Connecticut, Storrs	
Christopher S. Warren	<i>Database Integration Specialist</i>
B.A. (1996) Williams	
Bruce Wheat	<i>Instructional Technology Specialist</i>
B.M. (1973) Eastman School of Music	

Office of Physical Education, Athletics and Recreation

Harry C. Sheehy III	<i>Director of Athletics</i>
B.A. (1975) Williams; M.Ed. (1988) University of Washington	
Lisa Melendy	<i>Senior Women's Administrator and Associate Director of Athletics</i>
M.S. (1985) University of Massachusetts	
Karen Whalen	<i>Assistant Director of Athletics/Finance</i>
B.S. (1988) Temple University	
Michael J. Frawley	<i>Director of Sports Medicine</i>
B.S. (1987) Bridgewater State; M.S. (1988) Old Dominion	
Gary J. Guerin	<i>Associate Director for Operations, Athletics</i>
B.S. (1975) Boston University	
Lisa Wilk	<i>Assistant Trainer</i>
B.S. (1992) Northeastern; M.S. (1995) Indiana State	
Holly E. Silva	<i>Assistant Coordinator of Dance</i>
B.S. (1977) Southern Connecticut State College; M.F.A. (1987) Smith College	

Office of Public Affairs

James G. Kolesar	<i>Assistant to the President for Public Affairs</i>
B.A. (1972) Williams	
Heather H. Clemow	<i>Assistant Director of Public Affairs</i>
B.A. (1975) Stephens College; M.S. (1976) Nova University	
Kristian S. Dufour	<i>Assistant Director of Sports Information</i>
B.A. (1990) S.U.N.Y., Old Westbury	
Skye Johnson	<i>Web Developer</i>
B.I.T. (2003) University of Ballarat (Victoria, Australia)	
A. Jo Procter	<i>Associate Director of Public Affairs</i>
B.A. (1960) Antioch College; M.S. (1987) Boston University	
Dick Quinn	<i>Assistant Director of Public Affairs, Director of Sports Information</i>
B.A. (1973) Holy Cross; M.S. (1989) Iona	

Office of the Registrar

Charles R. Toomajian, Jr.	<i>Associate Dean of the College and Registrar</i>
A.B. (1965) Bowdoin; Ph.D. (1974) Cornell	
Barbara A. Casey	<i>Associate Registrar for Student and Faculty Services</i>
B.A. (1983) Williams	
Mary L. Morrison	<i>Associate Registrar for Records and Registration</i>
B.A. (1974) Mount Holyoke; M.B.A. (1989) S.U.N.Y., Albany	

Special Academic Programs Office

Margaret L. Magavern	<i>Coordinator of Special Academic Programs</i>
B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College	
Stewart Burns	<i>Acting Coordinator of Special Academic Programs (2007-2008)</i>
BA (1975) University of California, Santa Barbara; Ph.D. (1984) University of California, Santa Cruz	

Academic Resources

Joyce P. Foster	<i>Director of Academic Resources</i>
B.A. (1973) Northeastern University; Ph.D. (1997) Brown	

Center for Development Economics

Gerard Caprio, Jr.	<i>Chair, Executive Committee</i>
B.A. (1972) Williams; Ph.D. (1976) University of Michigan	
Thomas S. Powers	<i>Director</i>
B.A. (1981) Williams; M.B.A. (1987) Harvard	

Offices of Administration

Suzanne J. Stinson
B.A. (1978) University of Chicago; M.B.A. (1982) New York University
Assistant Director
Rachel J. Louis
B.A. (1992) Kenyon College; M.A. and M.E.S. (1999) Yale University
Assistant Director

Center for Environmental Studies

Douglas Gollin
A.B. (1983) Harvard; Ph.D. (1990) University of Minnesota
Director
Sarah S. Gardner
B.A. (1985) Smith College; Ph.D. (2000) City University of New York
Associate Director
Andrew T. Jones
B.A. (1986) Macalester College; M.F. (1994) Duke
Hopkins Memorial Forest Manager

Center for Foreign Languages, Literatures, and Cultures

Jane Canova
B.S. (1976) Georgetown; M.S.W. (1980) New York University
Administrative Director of the Center for Foreign Languages, Literatures and Cultures

Multicultural Center

Edward A. Epping
B.A. (1970) Western Illinois University; M.F.A. (1973) University of Wisconsin
Faculty Director of the Multicultural Center
Gail Bouknight-Davis
B.A. (1988) Brandeis; Ph.D. (1997) Brown
Director of the Multicultural Center
Arif Smith
B.A. (2002) Oklahoma State University
Assistant Director of the Multicultural Center
Marcela Villada Peacock
Multicultural Center Program Coordinator

Oakley Center for the Humanities and Social Sciences

Michael F. Brown
A.B. (1972) Princeton; Ph.D. (1981) University of Michigan
Director

Academic Support

Bryce A. Babcock
B.S. (1968) University of Michigan; Ph.D. (1972) University of Michigan
Coordinator of Science Facilities and Staff Physicist
Mary K. Bailey
B.S. (1983) University of New Hampshire; M.M. (1988) University of Massachusetts
Systems Support Specialist
Susan L. Engel
B.A. (1980) Sarah Lawrence; Ph.D. (1986) C.U.N.Y.
Director of Education Programs
Linda A. Reynolds
B.S. (1970) University of Connecticut; M.A. (1979) New York University; M.A. (1993) Williams
Visual Resources Curator
Anne R. Skinner
B.A. (1961) Radcliffe; Ph.D. (1966) Yale
Safety Officer

Dining Services

Robert Volpi
A.S. (1973) Hudson Valley; A.S. (1974) Weber State University; B.S. (1976) Southern Vermont College
Director of Dining Services
I. Chris Abayasinghe
B.A. (2002) Eastern Connecticut State University
Assistant Director, Student Dining
Jeanette Kopczynski
A.S. (1992) Berkshire Community College
Assistant Director, Faculty House/Catering
Mark Thompson
Executive Chef
Sharon Marceau
A.S. (1984) Berkshire Community College
Assistant to the Director
Erwin Bernhart
B.S. (1993) College of the Hague, The Netherlands
Manager, Faculty House/Catering
Molly B. Guest
Assistant Manager, Faculty House/Catering
Michael A. Cutler
Manager, Paresky Center
Carol A. Luscier
Associate Manager, Paresky Center
Stephen Smith
Assistant Manager, Paresky Center
TBA
Manager, Mission/Dodd
Gayle L. Donohue
B.A. (1984) University of Denver
Manager Driscoll/CDE
Gary L. Phillips
B.A. (1973) Massachusetts College of Liberal Arts
Accounts Manager

Facilities

Irene Addison
B.S. (1985) South Dakota State University; M.E. (1993) Texas A&M University
Associate Vice President for Facilities and Auxiliary Services
Beatrice M. Miles
Director of Facilities Services
Joseph M. Moran
A.S. (1998) Berkshire Community College
Manager of Safety and Environmental Compliance

Offices of Administration

Timothy J. Reisler B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College	<i>Assistant Director for Administrative Services</i>
Thomas A. Bona B.S. (2000) Westfield State College	<i>Architectural Maintenance Supervisor</i>
Michael R. Briggs	<i>Senior Project Manager</i>
Donald B. Clark B.S. (1971) St. Lawrence University	<i>Utility Program Manager</i>
Christina A. Cruz B.S. (1982) Univ. of Wisconsin; M.Ed. (1997) Mass College of Liberal Arts; Ph.D. (2006) S.U.N.Y., Albany	<i>Project Manager</i>
Bruce J. Decoteau	<i>Senior Project Manager</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>Project Manager</i>
Kenneth L. Jensen	<i>Mechanical Maintenance Supervisor</i>
Thomas R. Mahar A.S. (1999) Berkshire Community College	<i>Project Manager</i>
Jason Moran B.S. (2001) Worcester Polytechnic Institute	<i>Project Manager</i>
Jean F. Richer A.S. (1967) St. Joseph College	<i>Manager of Telecommunications</i>
Christopher Williams B.F.A. (1978) Pratt Institute	<i>Assistant Director for Architectural Services</i>

'62 Center for Theatre and Dance

Cosmo A. Catalano, Jr. B.A. (1976) University of Iowa; M.F.A. (1979) Yale	<i>Production Manager for the Theatre Department, Lecturer and Technical Supervisor for the '62 Center for Theatre and Dance</i>
Deborah A. Brothers B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts	<i>Costume Designer and Lecturer</i>
George T. Aitken B.A. (1970) Williams College	<i>Senior Scene Technician</i>
Maia Robbins-Zust B.F.A. (2000) Massachusetts College of Liberal Arts	<i>Technical Director, Adams Memorial Theatre and CenterStage</i>
Nathanial T. Weissner B.A. (2004) Trinity College	<i>Technical Director, MainStage</i>

Williams College Museum of Art

Suzanne Augugliaro Silitch B.A. (1995) Mary Washington College; M.F.A. (2000) S.U.N.Y., Stony Brook	<i>Director of Communications and Strategy</i>
William E. Blaauw B.A. (1976) Alfred University; A.D.S. (1987) Culinary Institute of America	<i>Director of Membership and Events</i>
Lisa Corrin B.A. (1982) Mary Washington College	<i>Director</i>
Diane Hart B.A. (1977) Virginia Tech; M.A. (1986) Virginia Commonwealth University	<i>Museum Registrar</i>
Stefanie Spray Jandl B.A. (1983) University of Southern California; M.A. (1993) Williams	<i>Andrew W. Mellon Foundation Associate Curator for Academic Programs</i>
Nancy Mowll Mathews B.A. (1968) Goucher College; Ph.D. (1980) N.Y.U. Institute of Fine Arts	<i>Eugénie Prendergast Senior Curator of 19th and 20th Century Art and Lecturer in Art</i>
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>Exhibition Designer and Chief Preparator</i>
Vivian L. Patterson B.A. (1977) Williams; M.A. (1980) Williams	<i>Curator of Collections</i>
Kathryn Price B.A. (2000) The College of Wooster; M.A. (2002) Williams	<i>Assistant Curator</i>
Deborah Menaker Rothschild B.A. (1971) Vassar; Ph.D. (1990) N.Y.U. Institute of Fine Arts	<i>Senior Curator of Modern and Contemporary Art</i>
John R. Stomberg B.A. (1987) Georgetown University; M.A. (1990) Boston University; Ph.D. (1999) Boston University	<i>Deputy Director and Senior Curator for Exhibitions and Lecturer in Art</i>
Cynthia Way	<i>Director of Education and Visitor Experience</i>

DEGREES CONFERRED JUNE, 2008

Conferring of the Degree of Master of Arts

Katherine Dyer Alcauskas
Julie Katharine Blake
Erin Rene Corrales-Diaz
Hannah Joy Friedman
Sarah Kristen Hammond
Amanda Hawley Hellman

Tianyue Jiang
George Philip LeBourdais
Stephanie Lynn Schumann
Jennifer Augusta Sichel
Katie Lynn Steiner

Conferring of the Degree of Master of Arts in Development Economics

Hamis Abd El Rashid
Altynai Aidarova
Shereen Aleryani
Sarwat Amir
Konstantin Baratashvili
Gerawork Getachew Bizuneh
Pablo Alfredo Cuba Borda
Amira Saleh Sherif ElSebaei
Rathnaseela Endera Arachchige
Freddy Santiago Espino Lazo
Joseph Kaimu Fahnbulleh
Orzimurad Gaybullaev

Zakaria Amidu Issahaku
Decky Kipuka Kabongi Deki Wa Safi
Ayman Maher Abd El Hamid Mahmoud
Crane Muleya
Otar Nadaraia
Ahmed Naseer
Betty Pacharo Dingile Ngoma
Juan Carlos Pacheco Romero
Baryalai Parsa
Haykuhi Sekhposyan
Athikaset Thongves
James Tumwine

Bachelor of Arts, Summa Cum Laude

- *Megan Elizabeth Brankley, with highest honors in History
- *†Michael William Daub, with highest honors in Mathematics
- *†Shelby Beth Kimmel, with highest honors in Astrophysics
- *Yevgeniy Korsunskiy, with honors in Art
- *Christine Margaret Marshall
- *†Meghan Elizabeth Ramsey, with highest honors in Biology
- *Julia Bannister Sendor, with highest honors in Contract Major: Society and the Environment
- *†Zachary Talbott Thomas, with highest honors in Physics
- *†Erika Kristen Williams, with highest honors in Neuroscience
- *Zhichun Ying, with highest honors in Economics

Bachelor of Arts, Magna Cum Laude

- *Sarah Hughlett Adkins
- *Zoia Alexanian, with highest honors in English
- *†Rachel Morgan Allen, with highest honors in Chemistry
- *†Adam Michael Banasiak, with highest honors in Geosciences
- *James Norman Bierman Jr., with highest honors in History
- *Benjamin John Brooks
- *William Billington Bruce Jr.
- *Steven John Bruch
- Henry Crane Burton, with highest honors in Philosophy
- Sara Marie Carian
- *Phillip Goldman Carter
- *†Shannon Yulene Chiu
- *Sandesh Dhungana, with highest honors in Economics
- *Katherine Carter Edgerton, with honors in History
- *Nathan Robert Elwood
- †Jason Chen Fan, with honors in Biology
- †Anna Elizabeth Ferguson, with honors in Mathematics
- *†Sarah Jocelyn Fink, with highest honors in Chemistry

- *Katherine Sinclair Foster, with highest honors in Theatre
- Jane Margaret Gimian, with honors in Philosophy
- †Emily Elizabeth Greenberger, with highest honors in Biology
- *Josef Maxwell Gutman
- *Nancy Conklyn Haff
- Sunny Joseph Haft
- *David Dixon Tucker Hargrove
- *Amelia Anne Elaine Hawkins, with honors in Economics
- *†Paul William Hess, with highest honors in Astrophysics
- *Katherine Christine Huang
- *†Didem Ilter, with highest honors in Chemistry
- *William Ames Jacobson, with honors in Astrophysics
- *†Anne Elizabeth Jaskot, with highest honors in Astrophysics
- *Julia Frederika Kropp, with honors in English
- Faaiza Lalji, with honors in Art
- *Whitney Angell Leonard, with highest honors in Economics
- Alexandra Owen Letvin, with highest honors in Art
- *Lily Yuanjun Li
- *Stephanie Chia-Ying Lin
- *Christopher Edward Lust
- *James Walker Matthews, with honors in History
- *Daniel Robert Meyer, with honors in English
- *Kendell Leigh Newman
- *†Sarah Grace Nowakowski, with highest honors in Biology
- *Katherine Michaela Ort
- *Christopher Steven Paci
- *Caroline Mann Plitt
- *Taryn Giselda Rathbone, with honors in Biology
- *Michael Jon Reynolds Jr., with highest honors in Economics
- *†David Spencer Rogawski, with highest honors in Biology
- *Alexandra Lauren Roth, with highest honors in History
- Anne Marie Royston, with honors in English
- *Edmund Platt Rucci
- *Benjamin Klion Springwater

* Phi Beta Kappa
† Sigma Xi

Degrees Conferred

- *†Sesh Alexander Sundararaman, *with highest honors in Biology*
 James Kevin Sweeney
 *Terence Michael Tamm, *with honors in English*
 *†Kimberley Terrill Taylor, *with highest honors in Biology*
 *Matthew William Tetreault
 Gregory Vincent Tobkin
 *Elizabeth Johnson Todd, *with honors in Classics*
 *Nela Vukmirovic
 *Andrew David Wang
 *†Anna Alicia Weber, *with highest honors in Geosciences*
 Danielle Erica Wolinsky
 *†Tina Wai-Ting Wong, *with highest honors in Biology*
 *†Paul Alexander Woodard, *with honors in Classics and Mathematics*
 *Julie Davis Wyman
 *Amanda Kim Zaitchik, *with honors in Art*
 *Irina Yurieva Zhecheva, *with honors in Mathematics*

Bachelor of Arts, Cum Laude

- Aatif Abbas
 Matthew Bergeron Allen
 Eric Christian Ballon-Landa
 Pakinee Banchuin, *with honors in Economics*
 Matthew Alexander Baron
 Jessica Gabrielle Beck, *with honors in Economics*
 Christopher James Beeler
 Hayden Woodward Boucher
 Wallace Jeremy Boudway
 †Emily Jordan Brown, *with honors in Biology*
 Hannah Eliot Buchsbaum
 Mary Franklin Burr
 Benjamin William Byrne
 Kyle Weitz Campbell
 Peter Daniel Clements, *with honors in Political Science*
 Jeremy Charles Doernberger, *with honors in Contract Major: Linguistics*
 Michelle Christine Donnelly
 Lauren Marina Estevez, *with honors in English*
 †Katrina JoAnn Ferrara, *with honors in English*
 Zoe Ann Fonseca
 Timothy Charles Geoffrion
 Rebecca Kelley Gifford
 Elizabeth Jane Gleason
 Daniel Richard Golub
 Lizzie Zulay Gomez, *with honors in History*
 Caroline Suzanne Gross
 Lauren Elizabeth Guilmette, *with honors in Philosophy*
 Matthew Stephen Gustafson
 *Xiang Jerry He
 Alexa Maria Herlach
 Elizabeth Wortham Hirschhorn
 Lu Hong, *with honors in Sociology*
 Tyler Treat Hull
 Daniel S. Jamorabo
 Daniella Elizabeth Johnson
 Cooper Hughes Jones
 Deborah Lee Kang
 Tammy Kim
 Howard Atwood Knight Jr.
 Jason Benjamin Kohn
 Elizabeth Nevea Catto Kohout
 Benjamin James Kolesar
 Ana Karina Koski-Karell
 Katherine Claire Krieg
 Sarah Proctor Lambert
 Simone Beth Levien

- †Haydee Maria Lindo, *with honors in Mathematics*
 Whitney McNear Livermore
 Lindsay Long-Waldor, *with honors in Political Science*
 Denise Judith McCulloch
 Carynne Livingston McIver
 Steven Patrick Melis
 †Anna Catherine Merritt, *with honors in Psychology*
 Thomas G. Mira y Lopez
 Nora Anne Morse, *with honors in Environmental Studies*
 Hanna Na, *with highest honors in Music*
 Hannah Kathryn Noel, *with honors in Latina/o Studies*
 Katherine Elizabeth Henry Nolfi, *with honors in Philosophy*
 Peter Gordon Rogan Nunns
 Margaret Nicklin Olsen
 †Ana Elisa Pacheco-Navarro, *with honors in Biology*
 William Fiske Parker
 Anne Causey Peckham, *with honors in Political Science*
 Katharine Elizabeth Huntress Peterson
 Samantha Jo Peterson
 Adam Eugene Pinto, *with honors in History*
 Taryn Beth Pritchard
 Prassanna Raman, *with honors in Economics*
 Sarah Priscilla Randle
 Jason Cha Huang Ren
 Paul Christopher Reyns
 Matthew Lane Roach
 Martin Sebastian Rotemberg, *with highest honors in Economics*
 Benjamin Isaac Rudick
 Martin Bingham Sawyer
 Peter Charles Schmidt
 Alexander Robert Schumacker, *with highest honors in Music*
 David Charles Schwab
 Allison Reynolds Seyferth
 William James Sheridan IV
 Sara Linnea Siegmann
 †Matthew David Simonson, *with honors in Mathematics*
 Jennifer Sit
 Laura Ellen Specker, *with honors in Philosophy*
 †Kathryn Marie Stack, *with honors in Geosciences*
 †Jonathan Alexander Stone, *with highest honors in Biology*
 Benjamin Arthur Sykes
 Alyse Marie Takayesu, *with honors in Anthropology*
 †Rose Elizabeth Thaisrivongs, *with honors in Biology*
 Matthew Toshiro Toy
 Julie Thompson Van Deusen
 †Wasin Vipismakul, *with honors in Mathematics*
 Catherine Alice Warner
 Caitlin Margaret Warthin
 Abigail Hebble Weir
 Sarah Catherine Wendell, *with honors in Art*
 Elizabeth Allerton Wilkes
 †Daniel James Wong, *with highest honors in Biology*
 Hannah Chorong Wong, *with honors in English*
 †Benjamin Paul Wood, *with highest honors in Computer Science*
 Davern Brian Wright
 Daniel Alexander Yudkin, *with honors in Psychology*

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Bachelor of Arts

Leydy Stephanie Abreu
 Katherine Elizabeth Ackerman
 Oloruntosin Adepeju Ifedadepe Adeyanju, with
honors in Chemistry
 Evelyn Amparo Aguilar
 Toygun Altintas
 Talia Jewel Anders
 Marie-Christine Andre, with *honors in*
Psychology
 Andrew Todd Arons
 Megan Elizabeth Bailey
 Jenna Lorraine Barbary
 Evan Allen Barrett
 Jonathan Michael Barry
 Eric Bolibol Bautista
 Cary Briscoe Beam
 Scot William Beattie
 Jennifer Catherine Bees
 Louisa Farver Berky
 William Thrower Bernsen
 Eugene V. Berson
 Corey William Beverly
 Deborah Strauss Bialis
 Michael James Biblowit
 Miriam Louise Bilsker
 Bevin Brittany Blaber, with *highest honors in*
Religion
 Walter Polo Black Golde
 Angelina Rae Blanchard-Manning
 Paige Kendall Boddie
 Judith Yvonne Boggess
 Janezee Bond
 Sarah Alling Bonn
 Bagna Braestrup
 Nathaniel Robert Wineman Brevard
 Robert McLean Brickley, with *honors in Biology*
 Matthew James Britton
 Alexandra Claire Brooks
 Samra Gebiyanesh Brouk
 Erin Elisabeth Brown, with *honors in Contract*
Major: Critical Theory
 Kristina Marie Brumme
 †Ansel Jon Bubel, with *honors in Geosciences*
 Benjamin Heselton Bullitt
 Grant William Burgess, with *honors in*
Philosophy
 Ashley Michelle Burrell, with *honors in History*
 Jeffrey Herbert Callahan, with *honors in History*
 †Danielle Anita Callaway, with *honors in*
Psychology
 Jeanette Kirkhoff Campbell
 Andrew Mark Camposeo
 Joshua Samuel Cantor
 Jing Wei Cao
 Maria Gabriela Chancay, with *honors in Latina/o*
Studies
 Emily Radcliffe Cheston
 Jonathan Hong-Min Chow
 Charles Pickering Christianson
 James Wright Clayton, with *honors in History*
 Brendan Farrar Conley
 Mimi Connery
 Nathan Michael Cook
 Stevon Randall Cook
 Gordon Scott Crabtree, with *honors in*
Psychology
 Michal Erin Crowder
 Angela Nicole Crudele
 Kimberly Marie Dacres, with *honors in Art*
 Peter McLane Daniel
 Joan Ellen Danver
 Michael Hurley Darling

Kimberly Alice Davis
 Dominique Cabaup de la Torre
 Mirza Delibegovic, with *honors in Sociology*
 Thomas Jackson Derbish, with *honors in Physics*
 Andrew Tuttle DeSalvo
 Matthew Charles Desir
 Marcela Alexis Di Blasi, with *honors in English*
 James Vincent DiCosmo
 Thieu Ngoc Do
 Andrew Kamiri Douglas
 Sara Pemberton duPont
 †Mildred Duvet, with *honors in Biology*
 Jeffrey James Egizi
 Michael Charles Eisert
 William Reiman Eusden
 Ashley Hudson Eyre
 Karina Andrea Febre
 Henry Comfort Felker
 Veronika Scarlett Fernandez
 Nicholas Christie Fersen
 Rachel Fevrier
 Kevin Mark Flynn Jr.
 William Eagan Ford
 Susan Helena Foster
 Kyle Alyse Frederick
 Jessica Newfield Freeman
 Alexandra Kilvert French
 Christopher Paul Fuderich
 Jodi Ann Gajadar
 Meredith Emden Gansner, with *honors in Biology*
 Kelly Roy Garcia, with *honors in History*
 Elizabeth Downes Gardner
 Thomas Anthony Gill
 Stewart Robert Gilson
 Meghan Eileen Gleeson
 Nicole Barbara Glennon
 Karina Anna Lorna Godoy
 Luz María Gómez, with *honors in Latina/o*
Studies
 Aston Albert Gonzalez, with *honors in History*
 Caroline Bardon Goodbody
 Taryn Stephanie Goodman
 Morgan J. Goodwin
 Alexandra June Gordon
 Elizabeth Jacqueline Gray
 Daniel Robert Greenberg
 John Addison Greenwald
 Nicholas Taylor Greer
 Jason Davis Griffith
 Nachele Rene Groomes
 Billy Guzman
 Michael Colin Hagerty
 Cristina Elizabeth Haley
 Toby Mandel Hall
 Brendan Coleman Hanifin
 Mallory Anne Harlin
 Marina Christine Harnik
 Kathryn Houghton Harris
 Robert Davey Hawkins
 Sean Robert Hayes
 Scott Ryan Hertrick
 Ariel Elizabeth Heyman
 Caitlin Marie Higgins
 †Son Lam Ho, with *honors in Mathematics*
 Ryann Allison Hoffman
 Angelina Mi Hyun Hong
 Alexander Chevis Horne
 Meng-Lun Hsieh
 Christian Michael Hudak
 Stephen Nicholas Hunter
 Whitney Elizabeth Hunter-Thomson
 Sean Patrick Hyland
 Melissa Ann Iacobucci
 Syed Waqqas Jawed Ifukhar

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Veronica B. Ivey	Sarah Elisabeth Needham
Brandon William Jackmuff	Matthew William Neuber
Diana Shirene Jaffe	Trevor Bradley Newman
William Adam Janes	Thai Quang Nguyen
Roderick Wallace Jensen	Ellen Colton Nicholson
Natalie Michele Joffe	Nicholas John Nottebohm
Anna Carolina Jolly	Rebecca Wieber Nourse
Kelsey Marie Jones	Peter Caldwell Oberndorf
Stuart Mackenzie Jones	Michael Patrick O'Brien
Natashia Faye Kadimik	Caitlin Margaret O'Connell
Michael Reinwald Kamida	Lars Enwereuzor Kana Ojukwu
Ryan Parker Karolak	Jordan Mark O'Reilly
Samreen Fatima Kazmi	Jared Francis Oubre
Sarai Kearse	Jean Lauren Oudin
Lucy Harrison Keating	Madeleine Lee Outman
Jane Lee Kelley	José Daniel Pacas
Lauren Elizabeth Kennedy	Raemond Alan Parrott
David William Kessel	Erin Jordan Peaslee
Ilya Khodosh	Ryan Christopher Pelletier
James K. Kim	Kenneth Lee Pendery III
Michael Louis Kirwan	†Katherine Mary Peterson, <i>with highest honors in</i>
Rachael Anne Konecky	<i>Chemistry</i>
Michelle Elaine Kurkul	Gordon Isaac Phillips
Alessandra Berkeley LaFiandra	Morgan Inman Phillips
Christina J. Lee	Elizabeth Anne Pierce
Elizabeth Eustace Lee	Maximilian Anderson Pinto
Katherine Janice Lee, <i>with highest honors in</i>	Kathryn Marie Powers
<i>English</i>	Katya Prakash
†Kristen Elizabeth Lemons, <i>with honors in Physics</i>	Jonathan Brinn Prigoff
Corey Mann Levin	Jonathan Arthur Pritchard
Jesse Samuel Levitt	Caralyn Hain Quan
Michael David Lewen	Katherine Wingate Quayle
Jefferson Lin	Katherine Stuhr Quinn
Noah Daniel Lindquist	Christina Marie Rabadan
Jane Yaya Lole	Rhaad Muasir Rabbani
Patrick Laurence Lucey	Carlos Enrique Ramirez III
Brandon D. Lucien	Stephan Edward Ramos
Roger Luo, <i>with honors in Chemistry</i>	Whitney Morgan Redline
Jeffrey Matthew Lyon	Nicholas Daniel Reynolds
Riley Thomas Maddox	James Henry Ritterpusch
Eric Bremser Maier	David Enrique Rivera
Anthony Nicholas Marcuccio	Andrew Joseph Roberto
Karen Elizabeth Markman	Elizabeth Stanlick Robie
Jeffrey Craib Marsceill	Dawn Paige Robinson
Sergio Nicolys Marte Jr., <i>with honors in Women's</i>	Paulette Marie Rodríguez López, <i>with honors in</i>
<i>and Gender Studies</i>	<i>Latino/a Studies</i>
Richard Tamar Martin	Christopher Stephen Rose
Anthony Blabon Maruca	Ethan Samuel Rosenfeld
David Kale Mathias, <i>with honors in History</i>	Daniel Levi Rosensweig
Constantine David Mavroudis	Jessica Lynne Rosten
Allison Michelle McAndrew	Allison Marie Rottkamp
Scott Proudfoot McClelland	Amy Rebecca Russell
Matthew Gregory McClure	Margaret Hughes Ryan
Kaolin Elizabeth McEvoy	Gabriel Michael Yep Salinas
†Adam Joseph McKay, <i>with honors in</i>	Fatima Y. Sammy
<i>Astrophysics</i>	David Robert Samuels
Sean Cummings McKenzie	Courtney Somerville Samuelson
Andrew Harris Meador	Thomas Max Samuelson
Mia Kristine Michelson-Bartlett	Nicole Cherie Sanders
Aaron Mieszcanski	Ana Beatriz Barbosa Sani
Christopher Douglas Millen	Amanda Raquel Santiago
Thomas David Miller Jr.	Thomas Wraith Sargeantson
Nicola Joseph Miragliuolo	Nicolette Lee Savageau
Darcy Osgood Montevaldo	Uzaib Yasin Saya
Tavis Lyon MacBrayne Moonan	Courtney Jo Schirr, <i>with honors in English</i>
Oliver John Moore	Anne Elise Schneidman
Luke Frederick Moran	Gregory Nathaniel Schultz
†Arianne Stephanie Morrison, <i>with honors in</i>	Elizabeth Jennifer Schwartzman, <i>with highest</i>
<i>Biology</i>	<i>honors in Music</i>
Allison Jeanne Morrow	Sophie Emma Scully
Clare Spencer Murchison	Sylvia Ola Semper
Christopher Gaioni Murphy	Elisa Santos Sequeira
Alison Reeve Murray	Morgan Payne Seybert
Catherine Anne Neckes	Christopher Joseph Shalvoy

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Kimberly Lauren Shampain, *with honors in Biology*
 Remington Alexander Shepard
 Peter Shin
 Sebastian Shterental
 Emily Lynn Siegel, *with honors in Biology*
 Gary John James Simonette
 Halley Banniter Smith
 John Telford Snipes Jr.
 Joseph Kwang Lim Song, *with honors in Economics*
 Kate Heath Sortun
 Griffen Carpenter Stabler
 Amy Samantha Steele, *with honors in Mathematics*
 Matthew Gerard Stephan
 Christina Alyse Stockwell
 James Rader Stone II
 Lara Mackenzie Stone
 Craig James Sundberg
 Kristin Ann Sundet
 Hasnat Swaleheen
 Nicole Lee Tetreault, *with honors in Psychology*
 Mon Thi Thach
 Fatimahtu Jamillah Toure
 Rondelle Trinidad
 Anna E. Tsykalova
 David Heald Turner
 †Charles Trowbridge Upton, *with honors in Biology*

Elizabeth Chandler Henshaw Upton, *with honors in Classics*
 Cafer Emrah Usta
 Charlotte Alexandra VanWagenen
 Justin David Vassar
 Tara Vohra
 Michael Christian Vrla
 Robert Martin Walker
 Laura Marie Walls
 Oliver McCandless Walton
 Katharine Elisabeth Warren
 Bernita Marie Washington
 Douglas Allen Washington
 Matthew David Ramsey Weisbrot
 Alexander Paul Wentworth-Ping
 Charlotte Veronica White
 Donald Matthew Wiczorek
 Theodore Stickley Wiles, *with honors in Economics*
 Lashonda Katherine-Keisha Williams
 Eric Brendan Wirkerman
 Erik Reinhard Wobus
 †Jarrad Lucian Wood, *with honors in Biology*
 Eve Catherine Woodin
 †Sunmi Yang, *with honors in Mathematics*
 Madeline Nicole Yogman
 Eric Joseph Zaccarelli
 Nisi Zhang

CONFERRING OF HONORARY DEGREES

Commencement, June 2008

Frances Cairncross
 Robert I. Lipp '60
 Nawal M. Nour

LL.D.
 LL.D.
 Sc.D.

Richard Serra
 George P. Shultz

D.F.A.
 LL.D.

* Phi Beta Kappa
 † Sigma XI

PRIZES AND AWARDS—2007-2008

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2008. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. Duff S. Allen III, *Kingston High School, Kingston, New York*; Chung Chan, *John Dewey High School, Brooklyn, New York*; Stephen Mounkhal, *Scarsdale High School, Scarsdale, New York*; Michelle Santarelli, *Pine Crest School, Fort Lauderdale, Florida*.

Fellowships Awarded by Williams College in 2007-2008

RUSSELL H. BOSTERT FELLOWSHIP: Anouk B.C. Dey '09, Jeremy Michael P. Goldstein '09, Silvia J. Mantilla '09.
CLASS OF 1945 FLORENCE CHANDLER FELLOWSHIP: Jason C. Fan '08, Kendell L. Newman '08.
CLASS OF 1945 STUDENT WORLD FELLOWSHIP: Stacey C. Baradit '09, Hillary A. Batchelder '09, Emma P. Bene '09, Marguerite A. Conan '09, Helen C. Hood '09, Galen E. Jackson '09, Antioaneta D. Kraeva '09, Fathimath Musthaq '09.
HORACE F. CLARK, CLASS OF 1833, FELLOWSHIPS: Meghan E. Ramsey '08, Zhichun Ying '08.
HENRY N. FLYNT, JR., 1944 GRADUATE FELLOWSHIP: Toygun Altintas '08.
FRANCIS SESSIONS HUTCHINS, CLASS OF 1900, MEMORIAL FELLOWSHIPS: Zoe A. Fonseca '08, Jared F. Oubre '08.
HUBBARD HUTCHINSON, CLASS OF 1917, MEMORIAL FELLOWSHIPS: (*Creative Writing*) Katherine J. Lee '08, (*Dance*) Kyle A. Frederick '08, (*Music*) Noah D. Lindquist '08, (*Theatre*) Ilya Khodosh '08, (*Art*) Yevgeniy Korsunskiy '08.
CHARLES BRIDGEN LANSING, 1829, FELLOWSHIP IN LATIN AND GREEK: James W. Matthews '08, Leah E. Shoer '09, Elizabeth J. Todd '08, Samuel J. Weinreich '09.
MARY AND NATHANIEL LAWRENCE MEMORIAL TRAVEL FELLOWSHIP: Brian J. Delmolino '09, Rebecca E. Gordon '09.
ALLEN MARTIN FELLOWSHIP: William B. Bruce '08.
ROBERT IKEMORI QUAY '04 OUTING CLUB MEMORIAL FELLOWSHIP: Joseph R. Jacobsohn '10.
RUCHMAN STUDENT FELLOWSHIPS: Annette K. Quarcopome '09, Samuel J. Weinreich '09.
RUTH SCOTT SANFORD MEMORIAL FELLOWSHIP IN THEATRE: Morgan L. Phillips-Spotts '09.
DR. HERCHEL SMITH FELLOWSHIPS: Zoia Alexanian '08, Marcela A. Di Blasi '08, Sarah J. Fink '08, Xiang J. He '08, Caroline M. Plitt '08, Sarah P. Randle '08.
WILLIAMS COLLEGE UNDERGRADUATE RESEARCH FELLOWSHIP: Kevin Delucio '10, Yanie Fecu '10, Cristina M. Florea '10, Burcu Gurcay '10, Juanita A. Monsalve '10.
WILLIAMS TEACHING FELLOWSHIP, UNITED COLLEGE, CHINESE UNIVERSITY OF HONG KONG: Christian M. Hudak '08.
ROBERT G. WILMERS JR., 1990 MEMORIAL STUDENT TRAVEL ABROAD FELLOWSHIP: Nichole A. Beiner '09, Raffana C. Donelson '09, Henry E. Kernan '09, Nontombi K. Kraai '09, Julian J. Mesri '09, Lindsay M. Moore '09, Monserrat Munoz '09, Elizabeth B. Miles '09, Susan A. Raich '09, Andana O. Streng '09, Alison E. Tozier '09.

National and International Fellowships Awarded in 2007-2008

CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE JUNIOR FELLOWSHIP: Whitney A. Leonard '08.
CHINESE GOVERNMENT SCHOLARSHIP: Tammy Kim '08.
FRENCH MINISTRY OF EDUCATION TEACHING ASSISTANTSHIP: Rachel M. Allen '08.
FULLBRIGHT GRANTS: Danielle A. Callaway '08, David W. Kessel '08, Shelby B. Kimmel '08, Julia F. Kropp '08, Anne C. Peckham '08, Anna E. Tsykalova '08, Katharine E. Warren '08, Hannah C. Wong '08.
GATES CAMBRIDGE SCHOLARSHIP: Shannon Y. Chiu '08.
MELLON MAYS UNDERGRADUATE FELLOWSHIP: Patricia B. Cho '10, Anthony B. Coleman '10, Lauren M. Hobby '10, Majida Kargbo '10, Susan S. M. Tan '10.
MINISTRY OF EDUCATION SCHOLARSHIP FOR THE STUDY OF CHINESE: Whitney M. Livermore '08.
ROCKEFELLER BROTHERS FUND FELLOWSHIP: Rousseau W. Mize '10.
U.S. ENGLISH LANGUAGE TEACHING ASSISTANTSHIP: Paul C. Reyns '08.
CARROLL A. WILSON FELLOWSHIP: William B. Bruce '08.

General Prizes Awarded in 2007-2008

JOHN SABIN ADRIANCE, CLASS OF 1882, PRIZE IN CHEMISTRY: Rachel M. Allen '08, Didem Ilter '08.
CHARLES R. ALBERTI, CLASS OF 1919, AWARD: Kimberly M. Dacres '08, Morgan J. Goodwin '08.
ROBERT G. BARROW MEMORIAL PRIZE FOR MUSIC COMPOSITION: Alexander R. Schumacker '08.
THE MICHAEL DAVITT BELL PRIZE: Matthew L. Roach '08.
ERASTUS C. BENEDICT, CLASS OF 1821, PRIZES: (*Biology*) First Prize: Meghan E. Ramsey '08, Second Prize: Tina W. Wong '08; (*Greek*) First Prize: Sarah E. Stone '09, Second Prize: Leah E. Shoer '09; (*Latin*) First Prize: Elizabeth C. Upton '08, Second Prize: James W. Matthews '08; (*French*) First Prize: Samantha J. Peterson '08, Second Prize: Daniel R. Meyer '08; (*History*) First Prize: Megan E. Brankley '08, Second Prize: Alexandra L. Roth '08; (*Mathematics*) First Prize: Ralph E. Morrison '10.
GAUIS C. BOLIN, 1889, ESSAY PRIZE IN AMERICAN STUDIES: Marcela A. Di Blasi '08.
RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY: James N. Bierman '08.

Prizes and Awards

NATHAN BROWN PRIZE IN HISTORY. William Lee '11.
 THE BULLOCK POETRY PRIZE OF THE AMERICAN ACADEMY OF POETS. Mirabel A. Bradley '11, Daniel J. Wong '08.
 DAVID TAGGART CLARK PRIZE IN LATIN. Courtney B. Atkinson '10.
 JAMES BRONSON CONANT AND NATHAN RUSSELL HARRINGTON, CLASS OF 1893, PRIZE IN BIOLOGY. Erika K. Williams '08.
 HENRY RUTGERS CONGER MEMORIAL LITERARY PRIZE. Matthew L. Roach '08, Julia B. Sendor '08.
 DORIS DEKEYSERLINGK PRIZE IN RUSSIAN. David C. Schwab '08.
 GARRET WRIGHT DEVRIES, 1932, MEMORIAL PRIZE IN ROMANCE LANGUAGES. Marie-Christine Andre '08.
 DEWEY PRIZE. Erika K. Williams '08.
 JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC. Henry C. Burton '08.
 HENRY A. DWIGHT, 1829, BOTANICAL PRIZE. Kimberley T. Taylor '08.
 ENVIRONMENTAL STUDIES COMMITTEE AWARD. Elizabeth J. Gleason '08, Kendell L. Newman '08.
 THE NICHOLAS P. FERSEN PRIZE IN RUSSIAN. David W. Kessel '08.
 FREEMAN FOOTE PRIZE IN GEOLOGY. Kathryn M. Stack '08.
 ROBERT W. FRIEDRICHS AWARD IN SOCIOLOGY. Mirza Delibegovic '08, Lu Hong '08.
 GILBERT W. GABRIEL, CLASS OF 1912, MEMORIAL PRIZE IN THEATRE. Katherine S. Foster '08.
 SAM GOLDBERG PRIZES. (*Computer Science*) Benjamin P. Wood '08; (*Mathematics*) David S. Rogawski '08, Son L. Ho '08.
 PATRICIA GOLDMAN-RAKIC PRIZE IN NEUROSCIENCE. Erika K. Williams '08.
 FRANK C. GOODRICH 1945 AWARD IN CHEMISTRY. Oloruntosin A. I. Adeyanju '08, Roger Luo '08, Leah E. Shoer '09.
 WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY. Sarah G. Nowakowski '08, David S. Rogawski '08.
 ARTHUR B. GRAVES, CLASS OF 1858, ESSAY PRIZES. (*Art*) Alexandra O. Letvin '08; (*Economics*) Katherine C. Krieg '08; (*History*) Megan E. Brankley '08; (*Philosophy*) Henry C. Burton '08; (*Political Science*) James N. Bierman '08; (*Religion*) Anna A. Weber '08.
 GROSVENOR MEMORIAL CUP. William B. Bruce '08.
 FREDERICK C. HAGEDORN, JR., CLASS OF 1971, PREMEDICAL PRIZE. Sarah H. Adkins '08.
 G. STANLEY HALL 1867 PRIZE IN PSYCHOLOGY. Daniel A. Yudkin '08.
 TOM HARDIE 1978 MEMORIAL PRIZE IN ENVIRONMENTAL STUDIES. Whitney A. Leonard '08, Nora A. Morse '08.
 C. DAVID HARRIS, JR., CLASS OF 1963, PRIZE IN POLITICAL SCIENCE. Peter G. R. Nunns '08.
 WILLIARD E. HOYT, JR., CLASS OF 1923, MEMORIAL AWARD. William B. Bruce '08.
 CHARLES W. HUFFORD BOOK PRIZE. Samantha T. Demby '10, Raffana C. Donelson '09.
 ARTHUR JUDSON PRIZES IN MUSIC. Hanna Na '08.
 ARTHUR C. KAUFMANN, CLASS OF 1899, PRIZE IN ENGLISH. Anne M. Royston '08.
 MUHAMMAD KENYATTA, CLASS OF 1966, COMMUNITY SERVICE PRIZE. Kendell L. Newman '08.
 WILLIAM W. KLEINHANDLER PRIZES FOR EXCELLENCE IN MUSIC. Daniel R. Golub '08, Christina J. Lee '08, Meghan E. Ramsey '08, Elizabeth S. Robie '08, Oliver M. Walton '08, Benjamin P. Wood '08, Daniel A. Yudkin '08.
 ROBERT M. KOZELKA PRIZE IN STATISTICS. Zhichun Ying '08.
 RICHARD KROUSE PRIZE IN POLITICAL SCIENCE. Andrew D. Wang '08.
 JACK LARNED, CLASS OF 1942, INTERNATIONAL MANAGEMENT PRIZES. Peter S. Nurnberg '09.
 LINEN SENIOR PRIZES IN ASIAN STUDIES. (*Asian Studies*) Matthew T. Toy '08; (*Chinese*) Phillip G. Carter '08; (*Japanese*) Zhichun Ying '08.
 H. GANSE LITTLE, JR. PRIZE IN RELIGION. Timothy C. Geoffrion '08.
 DAVID N. MAJOR, CLASS OF 1981, MEMORIAL PRIZE IN GEOLOGY. Anna A. Weber '08.
 LEVERETT MEARS PRIZE IN CHEMISTRY. Sesh A. Sundararaman '08.
 WILLIS I. MILHAM PRIZE IN ASTRONOMY. Anne E. Jaskot '08.
 JOHN W. MILLER PRIZES IN PHILOSOPHY. Katherine E. Nolfi '08.
 MORGAN PRIZE IN MATHEMATICS. Anna E. Ferguson '08.
 NANCY MCINTIRE PRIZE IN WOMEN'S AND GENDER STUDIES. Sergio N. Marte '08.
 RICHARD AGER NEWHALL BOOK PRIZE IN EUROPEAN HISTORY. Samantha T. Demby '10.
 JAMES ORTON AWARD IN ANTHROPOLOGY. Alyse M. Takayesu '08.
 FREDERICK M. PEYSER PRIZE IN PAINTING. Emma W. Steinkraus '10.
 URSULA PRESCOTT ESSAY PRIZE IN POLITICAL SCIENCE. Edmund P. Rucci '08.
 JAMES LATHROP RICE, CLASS OF 1854, PRIZES IN CLASSICAL LANGUAGES. Elizabeth J. Todd '08, Paul A. Woodard '08.
 ROBERT F. ROSENBERG PRIZE IN ENVIRONMENTAL STUDIES. Julia B. Sendor '08.
 ROBERT F. ROSENBERG AWARDS FOR EXCELLENCE IN MATHEMATICS. Michael W. Daub '08.
 MURIEL B. ROWE PRIZE. Erika K. Williams '08.
 SIDNEY A. SABBETH PRIZE IN POLITICAL ECONOMY. Kendell L. Newman '08.
 BRUCE SANDERSON, CLASS OF 1956, PRIZE IN ARCHITECTURE. Mary Burr '08.
 SCHEFFEY AWARD FOR ENVIRONMENTAL LEADERSHIP. Zoe A. Fonseca '08.
 ROBERT C. L. SCOTT PRIZE IN HISTORY. James W. Matthews '08.
 ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. Aston A. Gonzalez '08.

Prizes and Awards

RUTH SCOTT SANFORD MEMORIAL PRIZE IN THEATRE. Katherine C. Edgerton '08.
SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT. Katherine C. Huang '08.
SHIRIN SHAKIR, CLASS OF 2003, PRIZE IN POLITICAL SCIENCE. Anne C. Peckham '08.
EDWARD GOULD SHUMWAY, CLASS OF 1871, PRIZE IN ENGLISH. Zoia Alexanian '08.
JAMES F. SKINNER PRIZE IN CHEMISTRY. Sarah J. Fink '08.
THEODORE CLARKE SMITH BOOK PRIZE IN AMERICAN HISTORY. Eva K. Breitenbach '10.
HOWARD P. STABLER PRIZE IN PHYSICS. Paul W. Hess '08.
SHIRLEY STANTON PRIZE IN MUSIC. Elizabeth J. Schwartzman '08.
STANLEY R. STRAUSS, CLASS OF 1936, PRIZE IN ENGLISH. Zoia Alexanian '08.
WILLIAM BRADFORD TURNER, CLASS OF 1914, CITIZENSHIP PRIZE. Danielle A. Callaway '08.
WILLIAM BRADFORD TURNER, CLASS OF 1914, PRIZE IN HISTORY. Alexandra L. Roth '08.
LASZLO G. VERSENYI MEMORIAL PRIZE. Lauren E. Guilmette '08.
BENJAMIN B. WAINWRIGHT, CLASS OF 1920, PRIZE IN ENGLISH. Katherine J. Lee '08.
HAROLD H. WARREN PRIZE IN CHEMISTRY. Kerani A. McClelland '10.
DAVID A. WELLS PRIZES IN POLITICAL ECONOMY. Michael J. Reynolds '08, Martin S. Rotemberg '08, Zhichun Ying '08.
KARL E. WESTON, CLASS OF 1896, PRIZES FOR DISTINCTION IN ART. Kimberly M. Dacres '08, Jason B. Kohn '08.
WILLIAMS COLLEGE COMMUNITY BUILDER OF THE YEAR. Marcela A. Di Blasi '08, Lily Y. Li '08.
WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENTS OF THE YEARS. Danielle A. Callaway '08.
WITTE PROBLEM SOLVING AWARD. Edward S. Newkirk '09.

Athletic Prizes Awarded in 2007-2008

BELVIDERE BROOKS FOOTBALL MEDAL. Patrick L. Lucey '08.
J. EDWIN BULLOCK WRESTLING TROPHY. (Men) Ethan R. Cohen '09.
W. MARRIOTT CANBY, CLASS OF 1891, ATHLETIC SCHOLARSHIP PRIZE. Erika K. Williams '08.
CLASS OF 1925 SCHOLAR-ATHLETE AWARDS. Elizabeth S. Robie '08.
DR. EDWARD J. COUGHLIN, JR. BOWL. (Football) Jonathan A. Pritchard '08.
BRIAN DAWE MEN'S CREW AWARD. Riley T. Maddox '08.
FLYNT FIRST-YEAR AWARD. Gaston E. Kelly '11.
FOX MEMORIAL SOCCER TROPHY. (Men) Nathan R. Elwood '08.
MATTHEW GODRICK TEAM SPIRIT AWARD. (Men's Basketball) Matthew D. R. Weisbrot '08.
HIGH POINT SWIMMING AWARD. (Men) Christopher D. Millen '08.
HIGH POINT SWIMMING AWARD. (Women) Ellen S. Ramsey '11.
KATE HOGAN 27th ANNIVERSARY OF WOMEN IN ATHLETICS PRIZE. Allison M. Rottkamp '08.
NICKELS W. HUSTON MEMORIAL HOCKEY AWARD. Ryan R. Young '11.
KIELER IMPROVEMENT AWARD. (Men) William E. Gruner '11, Morgan I. Phillips '08.
WILLIAM E. MCCORMICK COACH'S AWARDS (THE COACHES AWARD). Steven J. Bruch '08, Gregory N. Schultz '08.
MEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Brandon W. Jackmuff '08.
FRANKLIN F. OLMSTED MEMORIAL AWARD. (Cross-Country Men) Grant W. Burgess '08, Corey M. Levin '08.
ANTHONY PLANSKY TRACK AWARDS. Andrew T. Arons '08, Andrew T. DeSalvo '08.
PURPLE KEY TROPHY. (Men) Charles P. Christianson '08.
PURPLE KEY TROPHY. (Women) Caroline M. Plitt '08.
ROCKWOOD TENNIS CUP. (Men) Daniel R. Greenberg '08.
EDWARD S. SHAW '62 MEMORIAL SQUASH TROPHY. (Men) Anthony B. Maruca '08.
JOHN A. SHAW ROWING AWARD. Peter D. Clements '08.
SIMON MOST IMPROVED SQUASH PLAYER AWARD. (Women) Catherine A. Warner '08.
THE SQUIRES CUP. (Women) Allison M. Rottkamp '08.
SQUASH RACQUETS PRIZE. (Men) Jonathan M. Barry '08.
MATTHEW H. STAUFFER '96 AWARD. Nathan R. Elwood '08.
OSWALD TOWER MOST VALUABLE PLAYER AWARD. Christopher J. Shalvoy '08.
DOROTHY TOWNE AWARD. (Women's Track) Caroline M. Plitt '08.
RALPH TOWNSEND CARNIVAL AWARD. Charles P. Christianson '08.
RALPH TOWNSEND SKI AWARD. (Men) Charles P. Christianson '08.
RALPH TOWNSEND SKI AWARD. (Women) Alice H. Nelson '10.
ROBERT B. WILSON '76 MEMORIAL TROPHY (Most Improved Player). Benjamin P. Fields '08.
WOMEN'S ALUMNAE SOCCER AWARD. Kaolin E. McEvoy '08.
WOMEN'S CROSS COUNTRY AWARD. Elizabeth J. Gleason '08, Elizabeth S. Robie '08.
WOMEN'S HOCKEY MOST IMPROVED AWARD. Sarah G. Nowakowski '08.
WOMEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Caralyn H. Quan '08.
WOMEN'S SQUASH AWARD. Toby R. Eyre '10.
YOUNG-JAY TROPHY. William B. Bruce '08.

ENROLLMENT

BY CLASSES, SEPTEMBER 2007

Graduate Students	49
Seniors	511
Juniors	523
Sophomores	531
First-Year Students	547
Total	2161

BY CLASSES, FEBRUARY 2008

Graduate Students	49
Seniors	505
Juniors	520
Sophomores	529
First-Year Students	551
Total	2154

Of the 520 new first-year students who entered in the fall of 2001, 91% graduated from Williams within 4 years and 95% within 6 years; of the 539 who entered in 2002, 91% graduated within 4 years and 96% within 6 years. Additional information on this topic is available at the Office of the Registrar.

GEOGRAPHICAL DISTRIBUTION

Alabama	4	Afghanistan	2
Alaska	5	Argentina	2
Arizona	13	Armenia	1
Arkansas	8	Australia	1
California	195	Austria	2
Colorado	19	Bangladesh	4
Connecticut	137	Bermuda	1
Delaware	4	Bolivia	3
District of Columbia	24	Bosnia and Herzegovina	1
Florida	53	Botswana	3
Georgia	30	Bulgaria	5
Hawaii	15	Canada	19
Idaho	6	China	17
Illinois	59	Congo, The Democratic Republic	1
Indiana	5	Costa Rica	1
Iowa	5	Denmark	1
Kansas	2	Dominican Republic	1
Kentucky	4	Ecuador	1
Louisiana	6	Egypt	5
Maine	36	Ethiopia	2
Maryland	66	Finland	1
Massachusetts	283	France	2
Michigan	12	Georgia	3
Minnesota	26	Germany	3
Mississippi	4	Ghana	3
Missouri	14	Greece	1
Montana	1	Hong Kong	6
Nevada	4	India	8
New Hampshire	33	Jamaica	3
New Jersey	130	Japan	2
New Mexico	1	Kenya	5
New York	409	Korea, Republic of	10
North Carolina	21	Kuwait	1
Ohio	32	Kyrgyzstan	1
Oklahoma	2	Liberia	1
Oregon	21	Lithuania	2
Pennsylvania	89	Malawi	2
Puerto Rico	4	Malaysia	2
Rhode Island	8	Maldives	3
South Carolina	4	Mexico	3
Tennessee	8	Mongolia	2
Texas	56	Myanmar	1
Utah	2	Nepal	3
Vermont	32	Nigeria	1
Virginia	53	Norway	1
Washington	30	Pakistan	6
West Virginia	3	Peru	3
Wisconsin	27	Romania	5
Wyoming	1	Russian Federation	1
		Rwanda	1
		Singapore	2
		Spain	3
		Sri Lanka	1
		Switzerland	2
		Taiwan	2
		Thailand	5
		Tunisia	1
		Turkey	8
		United Kingdom	7
		Uzbekistan	2
		Viet Nam	5
		Yemen	1
		Yugoslavia	1
		Zambia	1
		Zimbabwe	2

INDEX OF TOPICS

- Academic Advising, 22
- Academic Honesty, Statement of, 23-24
- Academic Requirements, 7-10, 18-19
- Academic Standards and Regulations, 17-21
- Administration, Offices of, 414-421
- Advanced Placement, 11
- Advisors, Special Faculty, 412
- Africana Studies, 45-51
- Alumni Funded Tutorials, 29
- American Maritime Studies. *See Williams-Mystic Maritime Studies Program*
- American Studies, 51-58
- Anthropology and Sociology, 59-67
- Arabic, 66-67
- Art, 68-86
- Asian Studies, 87-93
- Astronomy, 94-98
- Attendance, 17

- Bachelor of Arts, 7-10
 - Degrees Conferred, 422-426
- Bills, College, Payment of, 25-26
- Biochemistry and Molecular Biology, 98-100
- Bioinformatics, Genomics, and Proteomics, 100
- Biology, 100-107

- Calendar, College, *See Inside Back Cover*
- Center for Development Economics, 33, 146-148
- Certificate in European Languages, 11
 - French, 294
 - German, 182
 - Russian, 303
 - Spanish, 299
- Chemistry, 108-114
- Chinese, 89-90
- Classics, 114-119
- Co-ordinate Programs, 12
 - Bioinformatics, Genomics, and Proteomics, 100
 - Materials Science Studies, 229
 - Performance Studies, 250-251
 - Public Health, 284-285
- Cognitive Science, 119-120
- Combined Program in Liberal Arts and Engineering, 12, 31
- Committees:
 - Faculty-Student, 411-412
 - Trustee, 393
- Comparative Literature, 121-128
- Computer Science, 128-134
- Concentrations, 12
 - Africana Studies, 45-51
 - Biochemistry and Molecular Biology, 98-100
 - Cognitive Science, 119-120
 - Environmental Studies, 169-176
 - International Studies, 211-215
 - Jewish Studies, 216-217
 - Latina/o Studies, 217-222
 - Leadership Studies, 222-224
 - Legal Studies, 225-226
 - Maritime Studies Program, 228-229
 - Neuroscience, 249-250
 - Science and Technology Studies, 305-306
- Contract Major, 11, 134-135
- Correspondence, Directions for, *See Inside Front Cover*
- Course Change Period, 17
- Course Load, 17
- Course Numbering System, 45
- Courses, Requirements for Graduation, 7-10, 18-19
- Courses of Instruction, 45-339
- Critical Languages, 135
- Critical Reasoning and Analytical Skills (CRAAS), 12, 318
- Cross-enrollment programs, 13
- Curriculum, 7-16

- Dean's List, 20
- Deficiencies, 18-19
- Degree, Requirements for, 7-10, 18-19
- Degrees:
 - Awarding of, 21
 - Bachelor of Arts, 7-10
 - Conferred, 422-426
 - Distinction, 19
 - Honors, 14
 - Master of Arts in History of Art, 33
 - Master of Arts in Policy Economics, 33
- Distinctive Undergraduate Scholarships, 28-29
- Distribution Requirements, 7-10
 - Divisional, 7-8
 - Exploring Diversity Initiative, 8-9
 - Quantitative/Formal Reasoning, 9
 - Writing, 10
- Divisions, 7-10

- Early Concentration Rule, 45
- Economics, 136-148
- Engineering, Combined Program in, 12, 31
- English, 149-169
- Enrollment, Statistics on, 430
- Environmental Studies, 169-176
- Expenses, 25
- Experiential Education, 13-14
 - Community Service, 13
 - Courses offered, 318-320
 - Internships and Research Opportunities, 13-14
 - Museum Associates, 14
- Exploring Diversity Initiative, 8-9, 320-321
- Extensions, Academic, 18
- Extracurricular Activities, Eligibility for, 20

- Faculty, Emeriti, 394-395
- Faculty, List of, 396-409
- Faculty-Student Committees, 411-412
- Fees, College, Payment of, 25-26
- Fellowships and Prizes for Graduate Study, 43-44
 - Prizes Awarded, 427
- Fifth Course, 17-18
- Financial Aid, 28
- First-Year Student "W" Rule, 17
- First-Year Student Warnings, 18
- First-Year Residential Seminar, 176
- French:
 - Certificate in, 294
 - Courses in, 293-297
- Gay, Lesbian, and Bisexual Studies, 323
- Geosciences, 177-182
- German:
 - Certificate in, 182
 - Courses in, 182-185
- Grading System and Records, 18
- Graduate Programs at Williams:
 - Master of Arts in Policy Economics, 33, 146-148
 - Master of Arts in History of Art, 33, 83-86
- Graduate Study:
 - Fellowships and Prizes for, 43-44
 - Preparation for, 30-32
 - Business Administration, 30-31
 - Engineering, 31
 - Health Professions, 31-32
 - Law, 31
 - Religious Study, 32

Index

- Teaching and Research, 32
- Visual Arts, 30
- Graduation Rate, 430
- Graduation Requirements, 7-10, 18-19
- Graduation with Distinction, 21
- Greek, 117-293
- Guangzhou, 44

- Health Professions Advising, 31-32
- History of Science, 207-208
- History of the College, 3-5
- History, 185-207
- Hong Kong Program, 44
- Honor System, 23-24
- Honors Program, 14-16

- Independent Study, 14
- Independent Study (99), Winter Study, 340
- Interdisciplinary Studies Program, 208-210
- International Baccalaureate, 11-16
- International Studies, 211-215
- Italian, 297-298

- Japanese, 91-93
- Jewish Studies, 216-217

- Languages and the Arts, Division of, 7
- Latin, 118-119
- Latina/o Studies, 217-222
- Leadership Studies, 222-224
- Legal Studies, 225-226
- Libraries, 410
- Linguistics, 226-228
- Literary Studies, *See Comparative Literature*, 228

- Major, 10-11
 - Co-ordinate Programs, 12
 - Completion of, 20
 - Contract Major, 11
 - Declaring Two Majors, 11
 - Eligibility for, 20
 - Fields, 10
 - General Structure, 10
 - Major Exercise, 20
- Maritime Studies Program, 228-229, *See also Williams-Mystic Maritime Studies Program*
- Master of Arts in Policy Economics, 146-148
 - Degrees Conferred, 422
- Master of Arts in History of Art, 33, 83-86
 - Degrees Conferred, 422
- Materials Science Studies, 229
- Mathematics and Statistics, 230-239
- Mead, The George J. Fund, 44
- Medieval Studies, 323
- Mission and Purposes, 6
- Music, 239-249
- Mystic Program, *See Williams-Mystic Maritime Studies Program*

- 99's, 340
- National Theatre Institute, 312
- Neuroscience, 249-250
- Nondiscrimination, Statement of, 2

- Offices of Administration, 414-421
- Oxford Programme, 15-16, 329-337

- Pass-Fail Option, 17-18

- Performance Studies, 250-251
- Phi Beta Kappa Society, 20-21
- Philosophy, 251-258
- Physical Education Requirement, 11
- Physical Education, Athletics, and Recreation, 259
- Physics, 259-264
- Plagiarism, 23-24
- Political and Economic Philosophy, 323
- Political Economy, 264-266
- Political Science, 266-279
- Public Health, 284-285
- Premedical Advising, 31-32
- Presidents, List of, 392
- Prizes and Awards, 34-44
 - Awarded, 427-429
- Psychology, 279-284

- Quantitative/Formal Reasoning Courses:
 - Courses offered, 321-323
 - Distribution Requirement, 9

- Readmission to College, 19-20
- Records and Grading System, 18
- Refunds, 20, 27
- Registration, 17, 45
- Regulations, Academic, 17-21
- Religion, 286-292
- Requirements, Academic, 7-10, 18-19
- Residence Requirement, 11
- Romance Languages, 293-302
- Russian:
 - Certificate in, 303
 - Courses in, 303-305

- Science and Mathematics, Division of, 7
- Science and Technology Studies, 305-306
- Separation for Low Scholarship, 19
- Social Studies, Division of, 7
- Sociology, *See Anthropology and Sociology*
- Spanish:
 - Certificate in, 299
 - Courses in, 298-302
- Statistics, 238-239
- Students Enrolled, 430
- Study Away from Williams, 14

- Theatre, 307-312
- Trustees, 392
- Tutorial Program, 15-16
 - Alumni Funded, 29
 - Courses offered, 324-325

- Warnings, First-Year Student, 18
- Williams in New York, 16, 338-339
- Williams-Mystic Maritime Studies Program, 16, 338
- Williams-Exeter Programme at Oxford University, 15-16, 329-337
- Williams-in-Hong Kong, 44
- Winter Study, 7, 18
 - Courses in, 340-391
 - Independent Study (99), 340
- Withdrawal From a Course, 17
- Withdrawal From College, 19-20
- Women's and Gender Studies, 313-321
- Writing-Intensive Courses:
 - Courses in, 325-328
 - Distribution Requirement, 10