DANCE (Div I)
Chair: Sandra Burton

- Daniel P. Aalberts, Professor of Physics
- Tomas Adalsteinsson, Assistant Professor of Physical Education and Head Women's Golf Coach
- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave 2019-2020
- Jeannie R Albrecht, Chair and Professor of Computer Science
- Cecilia Aldarondo, Assistant Professor of Art
- Laylah Ali, Francis Christopher Oakley Third Century Professor of Art
- Kris Allen, Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music, Director of the Jazz Ensemble; on leave Spring 2020
- Sarah M. Allen, Associate Professor of Comparative Literature; on leave 2019-2020
- Alex A. Apotsos, Lecturer in Geosciences; on leave 2019-2020
- Michelle M. Apotsos, Assistant Professor of Art
- Kevin M. App, Assistant Professor of Physical Education and Head Men's Basketball Coach
- Henry W. Art, Director of CES and the Environmental Studies Program, Rosenburg Professor of Environmental Studies and Biology, Emeritus
- Quamrul H. Ashraf, Professor of Economics
- Sonya K. Auer, Visiting Assistant Professor of Biology; affiliated with: Ctr-Environmental Studies
- Duane A. Bailey, Professor of Computer Science; on leave 2019-2020
- Robert E. Baker-White, Professor of Theatre
- Jon M. Bakija, W. Van Alan Clark ’41 Third Century Professor in the Social Sciences; on leave Spring 2020
- Lois M. Banta, Chair and Professor of Biology
- Daniel W. Barowy, Assistant Professor of Computer Science
- Alix H. Barrale, Assistant Professor of Physical Education and Head Field Hockey Coach
- Bill Barrale, Assistant Professor of Physical Education, Head Baseball Coach
- Andrea Barrett, Senior Lecturer in English
- Ethan M. Barron, Assistant Professor of Physical Education, Head Men's Track & Field Coach
- Melissa J. Barry, Professor of Philosophy
- Ron D. Bassar, Assistant Professor of Biology
- Gene H. Bell-Villada, Harry C. Payne Professor of Romance Languages; on leave Spring 2020
- Esther S. Bell, Lecturer in the Graduate Program in Art History; on leave Spring 2020
- Ben Benedict, Senior Lecturer
- Magnús T. Bernhardsson, Chair of Arabic Studies, Brown Professor of History and Faculty Affiliate in Leadership Studies and Religion; affiliated with: Leadership Studies Program, Arabic Studies Department, Religion Department
- Alexander Bevilacqua, Assistant Professor of History
- Mari Rodriguez Binnie, Assistant Professor of Art
- William B. Binnie, Visiting Assistant Professor of Art
- Julie C. Blackwood, Associate Professor of Mathematics
• Roxana A. Blancas Curiel, Mellon Postdoctoral Fellow in Mexican Literature and Cultural Production

• M. Jennifer Bloxam, Herbert H Lehman Professor of Music; on leave Spring 2020

• Thomas P. Blumenauer, Lecturer in Physical Education, Assistant Football Coach; on leave Spring 2020

• Casey D. Bohlen, Visiting Assistant Professor of History and Religion; affiliated with: Religion Department; on leave Spring 2020

• Christopher A. Bolton, Professor of Comparative and Japanese Literature

• Ralph M. Bradburd, David A. Wells Professor of Political Economy

• Alice C. Bradley, Assistant Professor of Geosciences

• Rashida K. Braggs, Associate Professor of Africana Studies and Faculty Affiliate in Comparative Literature and American Studies; affiliated with: American Studies Program

• Janis Bravo, Instructor in Biology

• Johanna Breiding, Assistant Professor of Art

• Theresa Brock, Visiting Assistant Professor of French Language and Francophone Cultures

• Nicholas Brooke, Visiting Assistant Professor of Music

• Victoria Brooks, Visiting Lecturer in the Graduate Program in Art History

• Deborah Brothers, Costume Director and Lecturer in Theatre

• Nicole G. Brown, Assistant Professor of Classics

• Denise K. Buell, Dean of the Faculty, Cluett Professor of Religion; affiliated with: Religion Department

• Sandra L. Burton, Lipp Family Director of Dance and Senior Lecturer in Dance

• Kelly P. Bushnell, Visiting Assistant Professor in the Williams-Mystic Program

• Andrew Bydlon, Visiting Assistant Professor of Mathematics

• Xizhen Cai, Assistant Professor of Statistics

• Corinna S. Campbell, Assistant Professor of Music

• Gerard Caprio, William Brough Professor of Economics

• Deborah L. Carlisle, Instructor in Biology

• Josh Carlson, Visiting Assistant Professor of Mathematics

• Nicholas Carr, Richmond Visiting Professor

• Matt E. Carter, Associate Professor of Biology; affiliated with: Neuroscience Program

• Gregory P. Casey, Assistant Professor of Economics

• Alison A. Case, Dennis Meenan ’54 Third Century Professor of English

• Julie A. Cassiday, Wilcox B. and Harriet M. Adsit Professor of Russian

• David N. Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies

• Anik A. Cepeda, Assistant Professor of Physical Education and Head Coach of Women's Tennis

• Maria Elena Cepeda, Chair and Professor of Latina/o Studies; affiliated with: Women, Gender & Sexuality Stdy, American Studies Program

• Ralph Chami, Visiting Professor of Economics; affiliated with: Ctr-Development Economics

• Cecilia Chang, Frederick Latimer Wells Professor of Chinese

• Matthew Chao, Assistant Professor of Economics

• Jessica Chapman, Associate Professor of History; on leave Spring 2020

• C. Ondine Chavoya, Professor of Art; affiliated with: Latina/o Studies Program
• Pei-Wen Chen, Assistant Professor of Biology; on leave 2019-2020

• Franny Choi, Gaius Charles Bolin Fellow in English; on leave 2019-2020

• Kerry A. Christensen, Garfield Professor of Ancient Languages

• Allana M. Clarke, Visiting Lecturer in Art

• Matthew M. Clasen, Visiting Assistant Professor of Psychology; affiliated with: Neuroscience Program

• Cassandra J. Cleghorn, Chair and Senior Lecturer in American Studies and English, Chair of American Studies Program; affiliated with: American Studies Program

• Phoebe A. Cohen, Associate Professor of Geosciences

• Jeremy D. Cone, Assistant Professor of Psychology

• Michael Confetti, Lecturer in the Graduate Program in Art History

• Eliza L Congdon, Assistant Professor of Psychology

• José A. Constantine, Assistant Professor of Geosciences; on leave 2019-2020

• Mea S. Cook, Chair and Associate Professor of Geosciences

• Carl B. Cornell, Visiting Assistant Professor of French

• Ronadh Cox, Edward Brust Professor of Geology and Mineralogy

• George T. Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science; affiliated with: Asian Studies Department

• Marshall Creighton, Lecturer in Physical Education and Assistant Strength & Conditioning Coach

• Justin Crowe, Associate Professor of Political Science; affiliated with: Leadership Studies Program; on leave 2019-2020

• Joseph L. Cruz, Professor of Philosophy

• Erica Dankmeyer, Artist-in-Residence in Dance

• Andrea Danyluk, Mary A and William Wirt Warren Professor of Computer Science; on leave Fall 2019

• Derek Dean, Lecturer in Biology; on leave Fall 2019

• Alan De Gooyer, Lecturer in English; on leave Fall 2019

• Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department

• Christine DeLucia, Assistant Professor of History

• Richard D. De Veaux, Chair & C. Carlisle and Margaret Tippit Professor of Statistics

• Charles B. Dew, Ephraim Williams Professor of American History; on leave Spring 2020

• Phoebe G. Donnelly, Stanley Kaplan Visiting Postdoctoral Fellow in the Department of Political Science and Leadership Studies Program; on leave Spring 2020

• Charlie Doret, Assistant Professor of Physics

• Georges B. Dreyfus, Jackson Professor of Religion; on leave Spring 2020

• Helga Druxes, Paul H. Hunn ’55 Professor in Social Studies; on leave Spring 2020

• Sara Dubow, Professor of History

• Susan Dunn, Massachusetts Professor of Humanities; affiliated with: Leadership Studies Program

• David B. Edwards, James N. Lambert ’39 Professor of Anthropology; on leave Fall 2019

• Holly Edwards, Senior Lecturer in Art

• Joan Edwards, Samuel Fessenden Clarke Professor of Biology

• Tomas Ekholm, STINT - Research Scholar
• Radwa M. El Barouni, Visiting Lecturer in Arabic Studies

• Brahim El Guabli, Assistant Professor of Arabic Studies

• Susan L. Engel, Senior Lecturer in Psychology, The Class of 1959 Director of Program in Teaching

• Laura D. Ephraim, Associate Professor of Political Science, Chair of Science and Technology Studies

• Amal Eqeiq, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program; on leave 2019-2020

• Wayne S. Escoffery, Visiting Artist in Residence in Jazz Activities; on leave 2019-2020

• Pete Fanwell, Assistant Professor of Physical Education, Head Cross Country Coach, and Assistant Coach Men's and Women's Track; on leave 2019-2020

• Steven Fein, Professor of Psychology

• Ezra D. Feldman, Visiting Assistant Professor of English

• Ronald L. Feldman, Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music, Director of the Berkshire Symphony

• Jessica M. Fisher, Associate Professor of English

• Stephen Fix, Robert G Scott ’68 Professor of English

• Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Physics Department

• Antonia E. Foias, Professor of Anthropology; on leave 2019-2020

• VaNatta S. Ford, Assistant Professor of Africana Studies; on leave 2019-2020

• Michael Fortunato, Visiting Professor of Economics; on leave 2019-2020

• Caroline O. Fowler, Lecturer in the Graduate Program in Art History; on leave 2019-2020

• Soledad Fox, V-Nee Yeh ’81 Professor of Spanish and Comparative Literature; on leave 2019-2020

• Jennifer L. French, Chair of Romance Languages and Professor of Spanish

• Stephen N. Freund, Professor of Computer Science

• Alexandra Garbarini, Professor of History

• Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics

• Prisca Gayles, Gaius Charles Bolin Fellow in Africana Studies

• Amy Gehring, Professor of Chemistry

• William M. Gentry, Professor of Economics; on leave Fall 2019

• Steven B. Gerrard, Professor of Philosophy

• Chris Gibson, Stanley Kaplan Distinguished Visiting Professor of American Foreign Policy

• Matthew Gibson, Assistant Professor of Economics; on leave Fall 2019

• Lisa A. Gilbert, Associate Professor of Geosciences and Marine Sciences at Williams-Mystic; affiliated with: Geosciences Department

• Meghan K. Gillis, Assistant Professor of Physical Education and Head Coach of Women's Ice Hockey

• Graham K. Giovanetti, Assistant Professor of Physics

• Michael A. Glier, Alexander Falck Class of 1899 Professor of Art; on leave 2019-2020

• Susan Godlonton, Assistant Professor of Economics

• Eva G. Goedhart, Visiting Assistant Professor of Mathematics

• Christopher Goh, Associate Professor of Chemistry, Faculty Fellow of the Davis Center and the Office of Institutional Diversity and Equity; affiliated with: The Davis Center, VP-InstDivrstyEquity&Inclusion

• Sarah L. Goh, Chair and Professor of Chemistry

• Leo Goldmakher, Assistant Professor of Mathematics; on leave Fall 2019
• Barry Goldstein, Visiting Professor of Humanities; on leave Fall 2019
• Matthew A. Gold, Artist in Residence in Percussion and Contemporary Music Performance
• Ed Gollin, Chair and Professor of Music
• Manuel Gonzales, Visiting Assistant Professor of English
• Marc Gotlieb, Director of the Graduate Program in Art History and Class of 1955 Memorial Professor of Art; affiliated with: Art Department
• David Gürçay-Morris, Chair and Associate Professor of Theatre
• Daniel R. Greenberg, Assistant Professor of Physical Education and Head Coach of Men's Tennis
• Kai M. Green, Assistant Professor of Women's, Gender and Sexuality Studies
• Wang Guowei, Artist in Residence in Chinese Music Performance and Director of the Williams College Chinese Ensemble
• Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
• Catherine Robinson Hall, Associate Professor at Williams-Mystic; affiliated with: Maritime Studies Program
• Amie A. Hane, Professor of Psychology, Chair of Public Health; affiliated with: Public Health Program
• Ilana Y. Harris-Babou, Visiting Assistant Professor of Art
• Pamela E. Harris, Assistant Professor of Mathematics; on leave 2019-2020
• Katie M. Hart, Assistant Professor of Chemistry; on leave Fall 2019
• Laurie Heatherington, Edward Dorr Griffin Professor of Psychology; on leave Fall 2019
• Guy M. Hedreen, Amos Lawrence Professor of Art
• Peter S. Heller, Visiting Professor of Economics
• Kris Herman, Assistant Professor of Physical Education, Head Softball Coach
• Man He, Assistant Professor of Chinese; on leave Fall 2019
• Bethany Hicok, Lecturer in English; on leave Fall 2019
• Jacqueline Hidalgo, Chair of Religion and Associate Professor of Latina/o Studies and Religion; affiliated with: Latina/o Studies Program
• Josh D. Hillman, Lecturer in Physical Education and Head Men's Golf Coach
• Alan Hirsch, Lecturer in Humanities, Chair of Justice and Law Studies; affiliated with: Justice and Law
• Marjorie W. Hirsch, Professor of Music
• Nate D. Hoey, Assistant Professor of Physical Education, Head Women's Track & Field Coach
• Cynthia K. Holland, Assistant Professor of Biology
• Amy S. Holzapfel, Professor of Theatre; on leave 2019-2020
• Kiaran Honderich, Chair and Lecturer in Women's, Gender and Sexuality Studies; affiliated with: Public Health Program; on leave 2019-2020
• Scott D. Honecker, Assistant Professor of Physical Education and Head Coach of Wrestling; on leave 2019-2020
• Catherine N. Howe, Lecturer in Art; on leave 2019-2020
• Nicolas C. Howe, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology, American Studies Program; on leave 2019-2020
• Iris Howley, Assistant Professor of Computer Science
• Vivian L. Huang, Assistant Professor of Women's, Gender, and Sexuality Studies
• Jeffrey I. Israel, Associate Professor of Religion
• Olesya Ivantsova, Visiting Lecturer in the Graduate Program in Art History
• Vladimir Ivantsov, Visiting Assistant Professor of Russian
- Galen E Jackson, Assistant Professor of Political Science
- Frank Jackson, Visiting Assistant Professor of Art
- Sarah A. Jacobson, Associate Professor of Economics
- Joy A. James, Ebenezer Fitch Professor of Humanities; affiliated with: Political Science Department; on leave Fall 2019
- Ju-Yu Scarlett Jang, Professor of Art; affiliated with: Asian Studies Department
- Bill K. Jannen, Assistant Professor of Computer Science
- Anne Jaskot, Assistant Professor of Astronomy; affiliated with: Physics Department
- Katharine E. Jensen, Assistant Professor of Physics
- Cathy M. Johnson, James Phinney Baxter III Professor of Political Science; on leave Spring 2020
- Stewart D. Johnson, Professor of Mathematics; on leave Fall 2019
- Walter Johnston, Lecturer in English; on leave Fall 2019
- Kevin M. Jones, William Edward McElfresh Professor of Physics
- Peter Just, Professor of Anthropology
- Shinko Kagaya, Professor of Japanese; on leave Spring 2020
- William Kangas, Assistant Professor of Physical Education and Head Men's Ice Hockey Coach; on leave Spring 2020
- Aparna Kapadia, Associate Professor of History; affiliated with: Asian Studies Department
- Anuj Kapoor, Visiting Assistant Professor of English
- Paul M. Karabinos, Charles L. MacMillan Professor in Natural Sciences
- Catherine Kealhofer, Assistant Professor of Physics; on leave 2019-2020
- Christi L. Kelsey, Assistant Professor of Physical Education and Head Women's Volleyball Coach; on leave 2019-2020
- Kathryn R. Kent, Chair and Professor of English
- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies; affiliated with: Asian Studies Department
- Sohaib I. Khan, Mellon Postdoctoral Fellow in Religion
- Savan Kharel, Visiting Assistant Professor of Physics
- Ilya Khodosh, Visiting Lecturer in Theatre
- Anthony Y. Kim, Visiting Assistant Professor of American Studies
- Kris N. Kirby, Professor of Psychology; on leave Fall 2019
- Roger A. Kittleson, Professor of History; affiliated with: Latina/o Studies Program
- John E. Kleiner, Professor of English
- Bernhard Klingenberg, Professor of Statistics; on leave 2019-2020
- Pia M. Kohler, Assistant Professor of Environmental Studies
- Thomas A. Kohut, Sue and Edgar Wachenheim III Professor of History
- Pramila Kolekar, Visiting Lecturer in the Graduate Program in Art History
- Christophe A. Kone, Assistant Professor of German
- Nate Kornell, Associate Professor of Psychology
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2019-2020
- Joanna Kurkowicz, Lyell B. Clay Artist in Residence, Violin and Concertmaster, Berkshire Symphony
• Steven Kuster, Assistant Professor of Physical Education and Head Swim Coach
• Kenneth N. Kuttner, Robert F. White Class of 1952 Professor of Economics
• Sara LaLumia, Professor of Economics, Chair of Political Economy Program
• Edwin Lawrence, Artist Associate in Harpsichord, Piano and Organ and Lecturer in Music
• Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program
• Alice Lee, Assistant Professor of Physical Education and Head Women's Lacrosse Coach
• Joel Lee, Assistant Professor of Anthropology; on leave Fall 2019
• Jason Lemieux, Assistant Professor of Physical Education and Head Nordic Ski Coach; on leave Fall 2019
• William J. Lenhart, A. Barton Hepburn Professor of Computer Science; on leave Spring 2020
• Anne R. Leonard, Lecturer in the Graduate Program in Art History; on leave Spring 2020
• Neil Leonard, Arthur Levitt, Jr. '52 Artist-in-Residence; on leave Spring 2020
• Kelsey Levine, Assistant Professor of Physical Education and Head Alpine Ski Coach; on leave Spring 2020
• Zafi Levy, Assistant Professor of Physical Education and Head Squash Coach; on leave Spring 2020
• Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History
• Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club
• Tat-siong B. Liew, Croghan Bicentennial Professor in Biblical and Early Christian Studies
• John K. Limon, John J Gibson Professor of English
• Haydee M. A. Lindo, Assistant Professor of Mathematics
• Rob Livingstone, Lecturer in Physical Education, Head Strength and Conditioning Coach
• David W. Loehlin, Assistant Professor of Biology
• Susan R. Loepp, Professor of Mathematics; on leave 2019-2020
• Gretchen Long, Professor of History, Faculty Fellow of the Davis Center and the Office of Institutional Diversity and Equity; affiliated with: The Davis Center, VP-InstDvrstyEquity&Inclusion
• David A. Love, Provost, Class of 1969 Professor of Economics; affiliated with: Economics Department
• Kimberly S. Love, Assistant Professor of English
• Peter D. Low, Professor of Art
• Daniel V. Lynch, Philip and Dorothy Schein Professor of Biology
• Michael D. MacDonald, Frederick L. Schuman Professor of International Relations
• Jenna MacIntire, Lecturer in Chemistry
• Alicia C. Maggard, Postdoctoral Fellow in Maritime History
• James E. Mahon, Woodrow Wilson Professor of Political Science, Chair of Advisory Committee on Shareholder Responsibility
• Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy
• Marc Mandel, Assistant Professor of Physical Education and Head Men's Crew Coach
• Maud Mandel, President, Professor of History; affiliated with: History Department
• James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2019-2020
• Rhon S. Manigault-Bryant, Associate Professor of Africana Studies and Faculty Affiliate in Religion; on leave 2019-2020
• Patricia Manning, Assistant Professor of Physical Education and Head Women's Basketball Coach; on leave 2019-2020
• Luana S. Maroja, Associate Professor of Biology, Chair of Biochemistry Program
• Brian Martin, Professor of French & Comparative Literature; on leave Spring 2020
• Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: History Department
• Martha Marvin, Lecturer in Neuroscience
• Aleksandar Matovski, Visiting Assistant Professor of Political Science
• James McAllister, Chair of Leadership Studies & Fred Greene Third Century Professor of Political Science; affiliated with: Leadership Studies Program
• Samuel McCauley, Assistant Professor of Computer Science
• George McCormack, Assistant Professor of Physical Education, Head Men's Lacrosse Coach
• Mark T. McDonough, Lecturer in Physical Education, Assistant Football Coach
• Elizabeth P. McGowan, Art Dept Co-Chair & Chair of Art History, Robert Sterling Clark Professor of Art
• Keith E. McPartland, Associate Professor of Philosophy
• Gage C. McWeeny, Professor of English; affiliated with: Oakley Ctr for Human & Soc Sci
• Brittany Meché, Gaius Charles Bolin Fellow in the Environmental Studies Program
• Lisa Melendy, Chair, Director of Athletics and Assistant Professor in Physical Education
• Carolina Melgarejo-Torres, Visiting Assistant Professor of Spanish
• Nicole E. Mellow, Professor of Political Science; affiliated with: Leadership Studies Program
• April Merleaux, Visiting Assistant Professor of Environmental Studies
• Karen R. Merrill, Frederick Rudolph ’42 - Class of 1965 Professor of American Culture
• Olivier Meslay, Lecturer in the Graduate Program in Art History
• Carolyn D. Miles, Assistant Professor of Physical Education and Associate Director/Student Athlete Services
• Steven J. Miller, Professor of Mathematics
• Marion Min-Barron, Visiting Assistant Professor
• Gregory C. Mitchell, Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women's, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology; on leave 2019-2020
• Bojana Mladenovic, Professor of Philosophy
• Michele Monserrati, Visiting Assistant Professor of Comparative Literature and Romance Languages; affiliated with: Romance Languages Department
• Peter J. Montiel, Fairleigh S. Dickinson, Jr. ’41 Professor of Economics; on leave Spring 2020
• Manuel A. Morales, Professor of Biology
• Frank Morgan, Visiting Professor of Mathematics
• Ralph E. Morrison, Assistant Professor of Mathematics; on leave 2019-2020
• Murad K. Mumtaz, Assistant Professor of Art
• Ngonidzashe Munemo, Professor of Political Science; affiliated with: Global Studies; on leave 2019-2020
• Tendai Muparutsa, Artist in Residence in African Music Performance, Lecturer in Music, Director of Zambezi, Co-Director of Kusika
• Peter T. Murphy, John Hawley Roberts Professor of English
• Thomas P. Murtagh, John B. McCoy and John T. McCoy Professor of Computer Science
• Steven E. Nafziger, Professor of Economics
• Lama Nassif, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program; on leave Fall 2019
• Eli Nelson, Assistant Professor of American Studies
• Gail M. Newman, Harold J. Henry Professor of German, Chair of Center for Foreign Languages, Literatures & Cultures
• Shaoyang Ning, Assistant Professor of Statistics
• Nimu Njoya, Assistant Professor of Political Science
• James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
• Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program
• Kevin Ohi, Margaret Bundy Scott Professor of English
• Will Olney, Associate Professor of Economics; on leave 2019-2020
• Sarah E. Olsen, Assistant Professor of Classics
• Ianna Hawkins Owen, Assistant Professor of English
• Allison Pacelli, Professor of Mathematics
• Janine Parker, Artist-in-Residence in Dance
• Lee Y. Park, William R. Kenan, Jr. Professor of Chemistry
• Paul C. Park, Senior Lecturer in English; affiliated with: Graduate Program-Art History
• Jay M. Pasachoff, Chair and Field Memorial Professor of Astronomy
• Darel E. Paul, Professor of Political Science; on leave 2019-2020
• Enrique Peacock-López, Halford R Clark Professor of Natural Sciences
• Lori A. Pedersen, Lecturer in Mathematics
• Julie Pedroni, Lecturer in Philosophy; affiliated with: Ctr-Environmental Studies
• Peter L. Pedroni, Professor of Economics
• Ileana Perez Velazquez, Professor of Music
• James L. Pethica, Senior Lecturer in English and Theatre; affiliated with: Theatre Department; on leave Fall 2019
• Greg Phelan, Assistant Professor of Economics
• Rowan R. Phillips, W. Ford Schumann Distinguished Visiting Professor in Democratic Studies
• Katarzyna M. Pieprzak, Associate Dean of the Faculty, Professor of Francophone Literature, French Language, and Comparative Literature; affiliated with: Romance Languages Department
• Shanti Pillai, Assistant Professor of Theatre
• Michelyne Pinard, Assistant Professor of Physical Education and Head Women's Soccer Coach
• Anna M. Plantinga, Assistant Professor of Statistics
• Amy D. Podmore, Art Dept Co-Chair & Chair of Studio Art, J. Kirk T. Varnedoe 1967 Professor of Art
• Kailani Polzak, Assistant Professor of Art
• Lindsay S. Pope, Visiting Director of Choral/Vocal Activities
• Daniel E. Prindle, Visiting Instructor in Music
• Tim J. Pusack, Assistant Professor at Williams-Mystic
• Christopher L. Pye, Class of 1924 Professor of English; on leave Spring 2020
• Ashok S. Rai, Associate Professor of Economics
• Bob Rawle, Assistant Professor of Chemistry
• Mark R. Raymond, Assistant Professor of Physical Education and Head Coach of Football
• Anjuli F. Raza Kolb, Associate Professor of English; on leave 2019-2020
• Anne Reinhardt, Chair and Professor of History
• Mark T. Reinhardt, Chair and Class of 1956 Professor of American Civilization; affiliated with: American Studies Program
• Bernard J. Rhie, Associate Professor of English
• David P. Richardson, William R. Kenan, Jr. Professor of Chemistry; on leave Fall 2019
• Neil Roberts, Chair and Associate Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Religion Department, Political Science Department
• Shivon A. Robinson, Assistant Professor of Psychology
• Shantee Rosado, U.S. Afro-Latinidades Fellow in Latina and Latino Studies
• Nelly A. Rosario, Associate Professor of Latina/o Studies
• Shawn J. Rosenheim, Professor of English, Chair of Campus Environmental Committee
• Jennifer K. Rosenthal, Instructor in Chemistry
• Sidney A. Rothstein, Assistant Professor of Political Science
• Leyla Rouhi, Preston S. Parish '41 Third Century Professor of Romance Languages
• Marketa Rulikova, Visiting Assistant Professor of Sociology
• Bruce Rutherford, Class of 1955 Visiting Professor of International Studies
• Sophie F. Saint-Just, Assistant Professor of French and Francophone Studies; on leave 2019-2020
• Michael Samson, Senior Lecturer in Economics
• Alberto Sandoval-Sanchez, Bennett Boskey Visiting Professor of Latina/o Studies
• Marlene J. Sandstrom, Dean of the College, Hales Professor of Psychology; affiliated with: Psychology Department
• Noah J. Sandstrom, Chair and Professor of Psychology
• Omar A. Sangare, Professor of Theatre
• Robert M. Savage, Professor of Biology
• Kenneth K. Savitsky, Professor of Psychology
• Jana Sawicki, Chair of Philosophy and Morris Professor of Rhetoric
• Kirsten L. Scheid, Clark Oakley Fellow
• Lucie Schmidt, Professor of Economics and Director of the Williams-Exeter Programme at Oxford University; affiliated with: Williams-Exeter Prg at Oxford
• Pallavi Sen, Assistant Professor of Art
• Eun Young Seong, Visiting Assistant Professor of Japanese
• Justin B. Shaddock, Assistant Professor of Philosophy; on leave 2019-2020
• Cheryl Shanks, Professor of Political Science; on leave Fall 2019
• Kelly A. Shaw, Associate Professor of Computer Science
• James R. Shepard, J. Leland Miller Professor of American History, Literature, and Eloquence; on leave Fall 2019
• Karen L. Shepard, Senior Lecturer in English; on leave Fall 2019
• Stephen C. Sheppard, Class of 2012 Professor of Economics
• W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music; on leave Fall 2019
• Olga Shevchenko, Professor of Sociology; on leave 2019-2020
• Grant Shoffstall, Visiting Assistant Professor of Sociology; on leave 2019-2020
• Lara D. Shore-Sheppard, Chair and Kimberly A. ’96 and Robert R. ’62 Henry Professor of Economics
• Cesar E. Silva, Hagey Family Professor of Mathematics; on leave 2019-2020
• Christina E. Simko, Assistant Professor of Sociology
• Jason Simms, Visiting Lecturer in Theatre
• Shikha Singh, Assistant Professor of Computer Science
• Eiko Maruko Siniawer, Professor of History; affiliated with: Asian Studies Department; on leave Spring 2020
• Yana Skorobogatov, Assistant Professor of History
• Laura Smalarz, Assistant Professor of Psychology; on leave 2019-2020
• David L. Smith, John W Chandler Professor of English
• Matthew J. Smith, Sterling Brown ’22 Visiting Professor of Africana Studies
• Thomas E. Smith, Professor of Chemistry
• Ben Snyder, Assistant Professor of Sociology
• Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies
• Anita R. Sokolsky, Professor of English
• Stefanie Solum, Professor of Art
• Stephanie J. Steele, Visiting Assistant Professor of Psychology
• Doris J. Stevenson, Lyell B. Clay Artist in Residence, Piano
• Mihai Stoiciu, Professor of Mathematics
• Jason Josephson Storm, Professor of Religion; on leave 2019-2020
• Frederick W. Strauch, Chair and Associate Professor of Physics
• Laura R. Strauch, Lecturer in Chemistry
• Catherine B. Stroud, Associate Professor of Psychology
• Erin Sullivan, Assistant Professor of Physical Education, Head Men's Soccer Coach
• Matthew Swagler, Visiting Assistant Professor of History
• Anand V. Swamy, Chair of the Executive Committee for the Center for Development Economics and The Willmott Family Third Century Professor of Economics
• Steven J. Swoap, Professor of Biology
• Nana Takeda, Visiting Lecturer in Japanese
• Munjulika Tarah, Assistant Professor of Dance
• John W. Thoman, J. Hodge Markgraf Professor of Chemistry
• Owen Thompson, Assistant Professor of Economics
• Christian Thorne, Professor of English and Williams-Mystic Faculty Fellow; affiliated with: Williams-Mystic Program
• Ben W. Thuronyi, Assistant Professor of Chemistry
• Stephen J. Tifft, Professor of English
• Lynne Tillman, Robert Sterling Clark Visiting Professor of Art History
• Claire S. Ting, Professor of Biology
• Matthew Tokeshi, Assistant Professor of Political Science; on leave 2019-2020
• Chad M. Topaz, Professor of Mathematics; on leave Fall 2019
The purpose of the Dance Department is to educate students in the physical disciplines, cultural traditions, and the critical and expressive possibilities of dance. The department curriculum offers complementary study in the disciplines of Theater, Visual Art, Africana Studies, American
Studies, Asian-American Studies, Global Studies, Gender Studies, Music, and Performance Studies. Dance technique courses include ballet, modern, and African Dance.

Currently we do not offer a major or concentration, but students seeking to anchor their academic and creative study in dance may pursue the Contract Major option. More information can be found at registrar.williams.edu/contract-major.

Courses are offered for academic and/or physical education credit and academic courses can be found at catalog.williams.edu.

All students are welcome to audition for membership in the Department’s performing companies which include: CoDa, whose members train in and perform works created in the vocabularies of modern dance and ballet; Kusika, an African Dance and percussion ensemble which accepts members as dancers, musicians, and storytellers; Sankofa, the college’s step team, whose members present this percussive dance form with both respect to tradition and an energetic exploration of new ideas; and the Zambezi Marimba Band, which performs music from Zambia and Zimbabwe, as well as from around the world. Membership is also possible through invitation by the company directors. Company members study with faculty, guest artists and peers. Student choreographers are also supported.

DANC 100  (F)  Foundations in Dance
This course is an introduction to the fundamentals of dance history and techniques focusing on Ballet, Modern dance and African dance and music genres. Regular physical work that provides experience in dance technique, reading, discussion about cultural context and significant innovators, viewing media, live performance and writing about dance are required. This course may not be taken for PE credit.

Class Format: lecture/discussion
Requirements/Evaluation: active participation and progress in the techniques, quality of written assignments and project presentations
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: beginning dancers and students with no prior experience
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Unit Notes: may not be taken for PE credit
Distributions: (D1)
Not offered current academic year

DANC 102  (F)  In the Room Together: An Introduction to Dance, Theatre, and Live Performance
Cross-listings: ARTS 102  DANC 102  THEA 102
Secondary Cross-listing
This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend ’62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

Requirements/Evaluation: assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: students considering the major or already majoring in Theatre
Expected Class Size: 18
DANC 103 (F) Historical Research in Dance and Performance Studies

**Cross-listings:** DANC 103  ARTH 105

**Primary Cross-listing**

This course is an introduction to the historical context of dance forms prevalent in the US and analysis of movement-based performances. While readings and viewings will focus on the socio-historical background of dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances as historical and cultural mediums. The course will enable students interested in dance, theatrical and visual arts (including advertising and marketing) to hone their skills in the practice of analyzing still and moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course, and may include attendance at live performances in the area, film screenings, field trips, and workshops with guest artists. Material will be introduced at introductory level. No previous dance experience is assumed or required. Learning objectives: to understand the social and political contexts for various performance genres; to explore interdisciplinary and embodied modes of engaging with movement; to develop the ability to document, analyze, and write about dance as a historical and cultural text.

**Class Format:** this is primarily a discussion-based seminar course, and may include attendance at live performances in the area, film screenings, field trips, and workshops with guest artists

**Requirements/Evaluation:** one research-based essay, 2 short written assignments, 2 group presentations

**Prerequisites:** none

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DANC 104 (F) Ballet I

In this class, students learn the fundamentals of ballet technique, in a manner both safe and challenging. This is an absolute beginning course: EVERYONE is welcome! In barre work and center/traveling exercises, the class will begin to develop a working understanding of basic positions of the arms and legs; individual steps such as turns and jumps; and simple combinations. Through repetition and logical progression artistry, musicality, strength and coordination will develop and grow. This course may be repeated for credit.

**Class Format:** course meets for the full semester, twice per week

**Requirements/Evaluation:** quality of participation, progress with the physical material, and clear understanding of concepts and use of students body

**Prerequisites:** none

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DANC 106 (F) Modern Dance I
This studio course is designed for students with little or no experience in modern dance technique. Students will develop an understanding of basic principles through progression of floor work, standing work, and traveling movement. Skills that will be acquired include strength, coordination, musicality, body alignment, and spatial awareness needed for movers.

Class Format: full semester

Requirements/Evaluation: quality of participation that fosters progress and understanding of principles of movement introduced through the study of dance technique

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20-25

Grading: pass/fail option only, half credit fifth course option

Unit Notes: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Distributions: No divisional credit

Fall 2019
STU Section: 01  MR 1:10 pm - 2:25 pm  Janine Parker

DANC 201 (S) African Dance and Percussion
Cross-listings: AFR 201  DANC 201  MUS 220

Primary Cross-listing

We will examine two forms that embody continuity of tradition or the impact of cultural shifts in generations. Lamban was created by the Djeli, popularly called Griots who historically served many roles in traditional society from the Kingdom of Ghana and Old Mali spanning the 12th-current centuries. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it was created and practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. Both of these forms are enduring cultural practices while Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth at the end of the 1950s. This course can be taken for academic and/or PE credit

Class Format: class hours will be divided among research and discussion of the dance, percussion, and music of two forms, as well as physical learning and group projects; also includes field trips to view an area performance and the archives at Jacob Pillow

Requirements/Evaluation: discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus-based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:

AFR 201 (D2) DANC 201 (D1) MUS 220 (D1)

Attributes: GBST African Studies Electives  MUS World Music/Ethnomusicology

Spring 2020
STU Section: 01    TF 1:10 pm - 3:50 pm     Sandra L. Burton, Tendai Muparutsa

DANC 202 (F) African Dance and Percussion

Cross-listings: AFR 206  MUS 221  DANC 202

Primary Cross-listing

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology. In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated new physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

Class Format: class hours will be divided among discussion of media and readings; rehearsal of dance and music techniques; field trips to view performances; research at the Jacob Pillow's archives; and interaction with visiting artists

Requirements/Evaluation: a series of discussion, research, and individual and group projects; all of which will inform collaboration on mid-term and final projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 206 (D2) MUS 221 (D1) DANC 202 (D1)

Attributes: GBST African Studies Electives  MUS World Music/Ethnomusicology

Fall 2019
STU Section: 01    TF 1:10 pm - 3:50 pm     Sandra L. Burton, Tendai Muparutsa

DANC 203 (S) Intermediate Ballet: Technique, Repertoire, History and Now

Designed for dancers who have achieved a beginning/intermediate level, in this course students will explore different eras of ballet through the lens of famous ballets, dancers, choreographers and other key figures. In addition to technique classes, corps de ballet (ensemble) sections and/or variations from the chosen ballets will be taught and coached to students. Learning sequences from these ballets is an excellent training tool, as these short dances are technically, musically, dramatically and spatially challenging. Therefore, this is primarily a studio course, although, through readings and viewings, we will also consider whether, how, and why these ballets can be relevant as performance art today. While the course assignments will offer historical context, we'll also take a rigorous look at broader topics in the art form, including some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information--the plot-lines of the ballets we'll be working on--as well as more subtle ideas--famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets. Students will submit (informal) written
responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. ANY student with adequate prior knowledge is welcome to this class! Students will be assessed on their individual progress. This course MAY BE REPEATED for credit.

**Class Format:** studio/lecture/discussion

**Requirements/Evaluation:** quality of participation & individual progress in tech. class, rehearsals and presentations; as well as quality of assign. responses, quizzes, etc.

**Prerequisites:** prior experience in ballet training; permission from instructor required for all students to enroll

**Enrollment Limit:** 20

**Enrollment Preferences:** students with demonstrated prior experience

**Expected Class Size:** 7

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** ballet class attire: leotard, tights/leggings, ballet slippers

**Distributions:** (D1)

Spring 2020
STU Section: 01 MR 1:10 pm - 3:50 pm Janine Parker

**DANC 204 (S) Ballet II**

This course is for students who have reached a beginning/intermediate level of ballet and are serious about continued progression in their technique and artistry. Classes will follow the traditional ballet class format of barre work proceeding into center work; vocabulary, ability and stamina will be built in a safe but challenging atmosphere. Students will learn to work safely and correctly with their individual abilities. ANY student with adequate prior knowledge is welcome to this class!

**Class Format:** studio; full semester participation, pass/fail or PE credit

**Requirements/Evaluation:** participation and progress with material, technique and deeper understanding of concepts

**Prerequisites:** Ballet I and prior experience in ballet or permission of instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** students who have taken level I, placement class with instructor or permission based on prior training

**Expected Class Size:** 10-20

**Grading:** pass/fail option only, half credit fifth course option

**Unit Notes:** May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

**Distributions:** No divisional credit

Spring 2020
STU Section: 01 MR 1:10 pm - 2:25 pm Janine Parker

**DANC 205 (F) Modern Rebels**

This course examines the development of modern dance as is reflected in the innovations and limitations reflected in the artists' works within biases of gender, race, and aesthetics. Students will study the works and philosophies of key artists in the development of modern dance while simultaneously studying modern dance technique. Weekly technique classes will accompany seminar sessions in which we will study pioneers including Martha Graham, Doris Humphrey, Anna Sokolow, Pearl Primus, Jose Limon, Merce Cunningham, Yvonne Rainer, and Katherine Dunham. We will also examine contemporary artists such as Kyle Abraham, Crystal Pite and William Forsythe. Students will develop a critical framework for understanding dance by examining the power dynamics at the time the artists worked, and how these manifest in their work in myriad ways. By what criteria does a culture define bodily innovation? What does a work reflect about its time, its creator, and the place of dance in society? We will examine topics suggested by the works, such as how the body is constructed/deconstructed in, and by, the work, religion and spiritual practice in relation to dance-making, the social identity of the creator and the performers, the role of music/sound in relation to movement expression, and how we "read" dances as individuals. Weekly viewings, critical and historic readings and discussion will be required along with studio practice.
DANC 206 (S) Modern Dance II
This course aims to build upon students' technical skill, such as increased endurance, expanded vocabulary of movement and more complex use of space, with a focus on musical awareness and longer phrases of movement.

Class Format: studio; pass/fail or PE credit, full semester

Requirements/Evaluation: quality of participation and progress made during the semester with the creative and physical concepts taught

Prerequisites: Modern I and /or permission of the instructor; may be repeated for credit. If the student is unsure if their experience in dance provides enough preparation or is not known by the instructor, they should seek permission of the instructor.

Enrollment Limit: 25

Enrollment Preferences: students who have taken Modern I or other department dance courses with technique components, or have previous study in dance technique

Expected Class Size: 20-25

Grading: pass/fail option only, half credit fifth course option

Unit Notes: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Distributions: No divisional credit

Spring 2020
STU Section: 01 TR 11:20 am - 12:35 pm Erica Dankmeyer

DANC 208 (F) Dance and Diaspora
Both dance and migration involve human bodies in motion, making dance a powerful lens through which to view the experience of diaspora. In this course, we will analyze both continuity and creative reinvention in dance traditions of multiple diasporas, focusing in particular on the African and South Asian diasporas. We will analyze dance as a form of resistance to slavery, colonialism, and oppression; as an integral component of community formation; as a practice that shapes racial, gendered, religious, and national identity; and as a commodity in the global capitalist marketplace. We will explore these topics through readings, film viewings, discussion, attendance at live performances, and in-class movement workshops, which will happen approximately once every two or three weeks in lieu of discussion. Evaluation is based on participation in discussion, reading responses, two short papers, and a final project, which can be either a research paper or a creative project. Your dancing abilities are not evaluated; no previous dance experience is required.

Class Format: seminar/studio

Requirements/Evaluation: participation, reading responses, two short papers, and a final project, which can be either a research paper or a creative project

Prerequisites: none

Enrollment Limit: 20
DANC 210  (S)  LET'S MAKE A DANCE: Dance Making and Re-Making
This course is designed for first-time dance makers as well as more experienced dance students who seek the opportunity to practice dance making in a structured, intimate setting. Any genre or style of dance may be explored. Projects are designed primarily to empower the creator to clarify the intent and vision for their work. Central to this is the practice of giving and receiving feedback, using Liz Lerman's Critical Response Process (CRP). Projects may include solo and group work, site-specific dance making, and creating in collaboration. Students are expected to rigorously build upon and revise their work(s) in three possible roles: artist, responder, and facilitator. Studying the work and philosophies of dance makers in a variety of genres, such as Akram Khan, Pina Bausch, Camille A. Brown, and William Forsythe will give further context to our work. Weekly presentation of assignments, active participation in CRP sessions, reading assignments, identifying to the group one's intended goal(s) for the week, written reflection on sessions, and final showing will be required. Three seminar sessions will be included in the class.

Class Format: plus one full class meeting per week
Requirements/Evaluation: weekly presentation of assignments, participation in CRP sessions, identifying to the group one’s intended goal, written reflection on sessions, and final showing
Prerequisites: none
Enrollment Limit: 10
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

DANC 212  (F)  From Stage to Page: Writing about Dance
Cross-listings: THEA 212  DANC 212
Primary Cross-listing
We commonly understand the word “choreography” to mean the creation of dance movement. The Greek roots of choreography, however, are choreia (the synthesis of dance, music and singing) and graphein (to write). For centuries, people have attempted to pin dance down on the page, translating an ephemeral, embodied performance art into written form. In this writing-intensive tutorial, students will investigate four major modes of dance writing: dance notation or scoring, dance criticism, dance ethnography, and dance history, with a shorter fifth unit on a new avant-garde form, “performative writing.” Students will study important examples of each form, such as Rudolf Laban’s famed system of dance notation and Katherine Dunham’s ethnographic account of dance in Jamaica, Journey to Accompong. Students will then delve into each form of writing themselves. For example, they will work with Mellon Artist-in-Residence Emily Johnson as “scribes” for her creative process, attend live dance concerts at the ’62 Center and Mass MoCA as the basis for writing pieces of dance criticism, conduct participation-observation research by attending social dance events to write mini-ethnographies of their experiences, and work with librarians to learn about resources at Sawyer for researching dance history.

Class Format: tutorial
Requirements/Evaluation: short analytical papers every other week, preparedness for being a respondent and discussant
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first and second year students
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
THEA 212 (D1) DANC 212 (D1)
Not offered current academic year
DANC 214 (F) Performance Ethnography  (DPE)

Cross-listings:  DANC 214  GBST 215  THEA 215  AMST 214  ANTH 215

Primary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation:  class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites:  none

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes:  This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section:  01    W 1:10 pm - 3:50 pm    Munjulika Tarah

DANC 215 (F) Ways of Knowing: Music, Movement, Memory

Cross-listings:  THEA 202  AFR 215  WGSS 215  DANC 215

Secondary Cross-listing

This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Requirements/Evaluation:  in-class participation, creative/critical responses to texts, final paper

Prerequisites:  none

Enrollment Limit:  14

Enrollment Preferences:  Theater majors

Expected Class Size:  14

Grading:  no pass/fail option,  no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 202 (D1) AFR 215 (D1) WGSS 215 (D1) DANC 215 (D1)

Not offered current academic year

DANC 216 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Primary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Class Format: seminar

Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

DANC 217 (S) Moving While Black

Cross-listings: AFR 216 DANC 217

Secondary Cross-listing

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. They will analyze such texts as Jacob Lawrence's visual art in *The Migration Series*, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class dance exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to
learning through one's own body movement is expected.

**Class Format:** seminar; classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

**Requirements/Evaluation:** multiple reading/viewing responses; two short essays closely analyzing movement; two graded movement performances; final movement performance with a proposal

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Africana Studies concentrators and students involved in Dance, Theatre, other performance courses or campus performance groups

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 216 (D2) DANC 217 (D1)

**Attributes:** AFR Core Electives

Spring 2020

SEM Section: 01    MR 1:10 pm - 2:25 pm     Rashida K. Braggs

**DANC 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** AMST 226 THEA 226 DANC 226 WGSS 226

**Primary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, reading responses and essays, and presentations

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika Tarah

**DANC 230 (S) Dance and Context: Hip-Hop's Roots and Influences Today**
This course will focus on the Hip-Hop dance techniques as well as the influence on dance, music, fashion, language, media and personal style throughout the world. Students will develop a physical practice through technique class that supports their investigation of the history and culture through media, reading, discussion and research to develop a performance project. The project will be a part of the Dance Department's contribution to the spring season of events in Dance and Theatre. In addition to technique class and discussion, this class will require additional meeting time for rehearsals.

Class Format: lecture

Requirements/Evaluation: two research projects, short paper or oral presentation; two performances (mid-term and final)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who take Shakia's Winter Study then any student who has enrolled in a Dance course (currently or prior)

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: $25 field trip

Distributions: (D1)

Not offered current academic year

**DANC 267 (S) Performance Studies: An Introduction (DPE)**

**Cross-listings:** DANC 267  WGSS 267  THEA 267  COMP 267

**Secondary Cross-listing**

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origins in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Class Format: seminar

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)

**Difference, Power, and Equity Notes:** This course tracks performance studies’ engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

Spring 2020

SEM Section: 01  W 1:10 pm - 3:50 pm  Vivian L. Huang
DANC 280 (S) Dancing the Score/Scoring the Dance

Cross-listings: MUS 280  DANC 280

Secondary Cross-listing

This course is designed for students interested in intensive collaborative composition work in dance and music. Students in dance will be paired with students in music; both students will be supported in creating in collaboration by practicing composition in their respective disciplines while working closely with each other in a structured, intimate setting. Any genre or style of music or dance may be explored. Projects will allow students to practice methodologies of collaboration and creation. Groups will evolve, and document procedures unique to their group. Students are expected to rigorously build upon and revise their work(s) by making active use of feedback sessions. Studying historic and contemporary dance and music collaborations in a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in feedback sessions, identifying to the group what the next steps are, written reflection on sessions, and final showing will be required. Creating in collaboration trains students to articulate vision and intention while enabling the instructors to differentiate their aesthetic values from those of the students. It also trains students to collaborate with other disciplines during the creative process. The format allows class members to receive undivided focus on their processes, while also challenging them to assess their own abilities, create their own next steps, and discover how movement can inspire music as well as music inspiring dance. This tutorial provides a crucial central aspect of the creative arts: a space for ongoing feedback driven by the questions arising for the students, rather than specific aesthetic preferences or working practices. Investment in the work of one’s group is central, sharing responsibility for the development of others’ as well as one’s own work.

Class Format: each student choreographer will work with a student composer; they will share responsibility choosing, creating, developing, completing, and presenting their projects

Requirements/Evaluation: 10% class participation, 20% written assignments, 70% composition assignments

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: composition students and student choreographers

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 280 (D1) DANC 280 (D1)

Not offered current academic year

DANC 285 (F) Scenic and Lighting Design for Performance

Cross-listings: THEA 285  DANC 285

Secondary Cross-listing

The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting and scenic design for performance. While grounded in a conceptual methodology for development of a design based in textual analysis and research, this course is equally concerned with providing instruction in the techniques and craft necessary for bringing a design to fruition, including: sketching, technical drafting, and model-making; basic physics and theories of color in both surfaces and light; the use of volume, movement, color, intensity, and texture as compositional and storytelling tools; the variety of stage lighting instruments and theatrical soft goods available, and their uses; writing cues; and the translation of concept into light plots, channel hookups, plans and elevations. We will use a variety of performance texts (plays, musicals, opera, and dance) to discover and explore the creative process from the perspective of scenic and lighting designers. The class format will be a combination of lectures, discussions and studio work.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

Expected Class Size: 6
DANC 300  (F)  Advanced Ballet--Technique, Repertoire, & Revolution: Women at the Barre, on Stage, at the Helm

Cross-listings:  WGSS 300  DANC 300

Primary Cross-listing
To loosely paraphrase the feminist Emma Goldman, “If I can't dance, I don't want to be part of your revolution.” Designed for intermediate/advanced ballet dancers, in this course students will explore different topics in past and current ballet history through the lens of famous ballets, dancers, choreographers, etc. In Fall 2019, we will focus on some of the notable female figures in the world of ballet: while ballet is often perceived as a primarily "female" art form-and indeed, there are many more females vying for positions in ballet companies than males-historically, women have held far fewer leadership positions than men, and have had fewer choreographic opportunities. In addition to technique classes, variations and/or ensemble sections from selected ballets will be taught and coached to students. This is primarily a studio course, although readings relevant to our coursework will be assigned. These assignments will offer historical context, as well as provide rigorous looks at some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information-the plotlines of the ballets-as well as more subtle ideas-famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets and to provide additional contextualization. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. This course MAY BE REPEATED for general academic credit (but not for additional WGGS major credit). ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

Requirements/Evaluation:  quality of participation and progress (throughout the semester) in classes, rehearsals, presentations, and assignment responses
Prerequisites:  a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required
Enrollment Limit:  20
Enrollment Preferences:  students with demonstrated ability and desire to continue rigorous study
Expected Class Size:  5
Grading:  yes pass/fail option,     yes fifth course option
Materials/Lab Fee:  ballet class attire: leotard, tights/leggings, ballet slippers; and for those on pointe, pointe shoes
Distributions:  (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 300 (D2) DANC 300 (D1)
Class Format: this class can be repeated and meets for the full semester, twice per week

Requirements/Evaluation: participation and progress with the material, concepts and technique each student makes

Prerequisites: minimum of three years prior experience in ballet or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: students who have three years experience in ballet

Expected Class Size: 10-20

Grading: pass/fail option only, half credit fifth course option

Unit Notes: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Distributions: No divisional credit

Fall 2019
STU Section: 01 MW 11:00 am - 12:15 pm Janine Parker

Spring 2020
STU Section: 01 MW 11:00 am - 12:15 pm Janine Parker

DANC 317 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: COMP 319 ENGL 317 THEA 317 AFR 317 DANC 317 AMST 317

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham’s dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 319 (D2) ENGL 317 (D2) THEA 317 (D1) AFR 317 (D2) DANC 317 (D2) AMST 317 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not offered current academic year

DANC 330 (S) Modern Folklore: Postcolonial Dance and Music in Africa

Cross-listings: DANC 330 AFR 330 MUS 330

Primary Cross-listing

"Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and
if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old.” --Keita Fodeba, founding Artistic Director of Les Ballet africain, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from Europe in the late 1950's-1990s such as Les Ballets Africain, National Dance Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.

Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final projects

Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors

Enrollment Limit: 14

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: occasional fees to attend concerts; fee range free-$35

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 330 (D1) AFR 330 (D1) MUS 330 (D1)

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

DANC 397  (F) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa or Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss project prior to submitting the proposal.

Requirements/Evaluation: quality of research and presentations

Prerequisites: permission of department and minimum of 2-3 years as a student in the department

Enrollment Limit: 3

Expected Class Size: 1-3

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Sandra L. Burton

DANC 398  (S) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa, Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss their project prior to submitting the proposal.

Class Format: independent study

Requirements/Evaluation: based on the quality of research and final presentation

Prerequisites: permission of the department and a minimum of 2-3 years as a student in the department

Enrollment Limit: 3
Expected Class Size: 1-3
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Spring 2020
IND Section: 01 TBA Sandra L. Burton

Winter Study  

DANC 11 (W) BFF (Ballet Film Festival)
This course is for ANYONE interested in learning more about ballet, through a variety of experiences. First, of course, will be physical practice. For those who have no (or little) prior ballet training, you'll learn the fundamentals of ballet technique in a safe but challenging class; separate classes will be held for intermediate/advanced dancers. All course participants will gather together twice a week for movie/documentary viewings--a wide range of films (primarily) about ballet and ballet dancers from around the world--and once a week for lectures and group discussions, either in a seminar format or during a meal, about the films as well as the history and/or current context related to them. Reading material and other viewings will also be assigned so that all students have a grasp of the overarching history of ballet.

Requirements/Evaluation: short paper and final project or presentation; individual progress in the physical components, as well as on the quality of participation in all activities--physical work as well as discussions and responses to the assignments
Prerequisites: beginner-level students: none; intermediate/advanced level students: sufficient prior ballet training (with permission and/or placement class from instructor)
Enrollment Limit: 30
Enrollment Preferences: students who are planning on taking DANC 203 in the Spring will get preference
Grading: pass/fail only

Winter 2020
LEC Section: 01 TR 12:15 pm - 1:30 pm TR 1:45 pm - 4:00 pm Janine Parker

DANC 13 (W) BFF Intermediate (Ballet Film Festival)
This course is for ANYONE interested in learning more about ballet, through a variety of experiences. First will be physical practice, 2 times per week. For those who have no (or little) prior ballet training, you'll learn the fundamentals of ballet technique in a safe but challenging class; separate classes will be held for intermediate/advanced dancers. All course participants will gather together twice a week for movie/documentary viewings of a wide range of films (primarily) about ballet and ballet dancers from around the world, and/or group discussions about the films as well as the history and/or current context related to them. Reading and additional viewing material will be assigned. At the end of Winter Study, students will participate in an informal physical presentation. Students must contact the instructor at jmp2@williams.edu for proper level placement.

Grading: pass/fail only

Winter 2020
LEC Section: 01 TR 4:15 pm - 5:30 pm TR 1:45 pm - 4:00 pm Janine Parker

DANC 15 (W) Introduction to Tap Dance
Cross-listings: DANC 15 PSCI 15
Secondary Cross-listing
This course introduces those with little or no experience in tap dance to the basic techniques and movement/rhythm vocabularies of this musical and quintessentially American style of dance. In twice-weekly studio sessions, students will gain facility with the fundamentals of tap technique, practice basic combinations, and experiment with improvisation. To develop a richer sense of the American cultural context from which tap grew--particularly its roots in African American movement and music traditions and its appropriation by Broadway and the film industry--we will discuss film and writing on the genre's past and present in once-weekly classroom sessions. Students should expect to gain balance, rhythm, improvisational freedom, and
confidence in public performance through practicing tap. Evaluation will be based on effort and improvement in studio sessions, participation in discussions, weekly journal reflections, and a final group performance of the shim sham, tap's so-called national anthem.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none; course is only open to those with little or no tap experience

**Enrollment Limit:** 15

**Enrollment Preferences:** brief personal statements

**Grading:** pass/fail only

**Materials/Lab Fee:** approximately $50 for books

**This course is cross-listed and the prefixes carry the following divisional credit:**
DANC 15 PSCI 15

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Winter 2020

LEC Section: 01    MWF 1:00 pm - 3:50 pm     Laura D. Ephraim

**DANC 16 (W) The GYROKINESIS® Movement Method**

**Cross-listings:** DANC 16 SPEC 28

**Secondary Cross-listing**

The Gyrokinesis Method is an original and unique movement practice, which has roots in Yoga, Tai Chi, gymnastics, dance and swimming. This method gently works the entire body, opening energy pathways, stimulating the nervous system, increasing range of motion and creating functional strength through rhythmic, flowing movement sequences performed with corresponding breathing patterns. We will work in a group setting. Students will learn the basic concepts of this movement system, as well as more complex sequences. They will be expected to learn and execute all sequences for Format I. They will be asked to practice between classes. Ultimately, students will be paired up to teach each other, which will increase their understanding of this unique form of exercise. Finally, students will be expected to perform all Format I sequences as a group with music. They will then be qualified to take the Gyrokinesis Pre-training Course. Each student will receive a questionnaire at the beginning of the course and, again, at the end, to understand how their experience has changed their answers and how they can apply this movement system to their everyday life, their sport and, their chosen course of study at Williams. Method of evaluation/requirements: Questionnaire at the beginning and then again at the end of this course, teaching each other, and a final performance as a group. Adjunct Instructor Bio: Patrie Sardo has been a Licensed Gyrotonic & Gyrokinesis Trainer and Pre-Trainer for over 10 years. She owns her own studio in Santa Monica, Ca and is licensed to teach all Gyrotonic Specialty equipment; Archway, Jumping Stretching Board, Leg Extension, and the Gyrotoner.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Dance majors, athletes, seniors

**Grading:** pass/fail only

**This course is cross-listed and the prefixes carry the following divisional credit:**
DANC 16 SPEC 28

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Winter 2020

LEC Section: 01    MWF 10:00 am - 11:50 am     Patrie  Sardo

**DANC 17 (W) Introduction to Argentine Tango**

**Cross-listings:** DANC 17 MUS 17

**Secondary Cross-listing**

Through reading, film viewings, and participating in musical exercises and dance workshops, students will explore the sounds and movements of Argentine tango, while also considering its broader social and historical context both in Argentina and abroad. No prior musical or dance experience necessary. Students' grades will be based on course participation, regular journal entries, and an individual final project with a written component.
**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** preference given to music and dance majors, seniors

**Grading:** pass/fail only

**Materials/Lab Fee:** $30

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 17 MUS 17

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**DANC 99 (W) Independent Study: Dance**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

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Winter 2020

IND Section: 01  TBA  Sandra L. Burton