EXPERIENTIAL EDUCATION
Coordinator: Paula Consolini

Experiential education, involving "learning by doing" outside the classroom, is a robust part of the Williams curriculum. 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. Experiential courses, as defined above, range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program to courses involving a small field research exercise or project. The amount and nature of the experiential component(s) varies according to the instructor’s judgment.

More information can be found on the Center for Learning in Action website.

EXPE Experiential Education Courses

AFR 212  (S)  Jazz Theory and Improvisation I
Cross-listings: MUS 104  AFR 212
Secondary Cross-listing
The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition etc. Appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. This is a performance practice course and instrumental competence is essential. Vocalists and drummers will be encouraged to study the piano; pianists guitarists and bassists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: weekly assignments (e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

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

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 104 (D1) AFR 212 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AFR 214  (F)  Jazz Theory and Improvisation II
Cross-listings: MUS 204  AFR 214
Secondary Cross-listing
A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with
more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 204 (D1) AFR 214 (D1)

Attributes: EXPE Experiential Education Courses

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 204 (D1) AFR 214 (D1)

Attributes: EXPE Experiential Education Courses

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 204 (D1) AFR 214 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AFR 24 (W) Touring Black Environmental Futures in the New South

This course will address three critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion, particularly in Florida?; and (3) How do Black religious communities see themselves in relation to broader environmental inequities? To address these questions, we will travel to Florida's west coast and visit different Black church communities living in toxic environments. This includes The Life Center, a "mega-church" in Eatonville that sits near Tangelo Park, a neighborhood exposed to contaminants from weapons manufacturing; and Bryant Chapel Christian Methodist Episcopal Church (CME), a small mainstream denominational church in Tallevast, site of a high profile case of groundwater contamination from beryllium engineering. Students will attend worship services at each church, and when possible, interview local residents about the role their faith plays in their weathering the challenges of environmental pollution. In addition to learning about Black religion along the west coast of Florida, students will visit and tour local historical sites significant to Black religious experiences, and meet with local academics, archivists, and leaders. Sites include: touring the Zora Neale Hurston National Museum of the Fine Arts in Eatonville; visiting the Public Archaeology Lab at New College of Florida with Professor Uzi Baram; and touring the Family Heritage Museum at the State College of Florida with Kathie F. Marsh. During the final two weeks of the course, students will be paired to conduct research in Tallevast in one of four areas--documentary film production, targeted investigations into local archives, structured interviews with residents, and soil, water, and air testing. Students will have access to an electronic reading packet that will ground them briefly, though comprehensively, on Florida's history of Black religious expressions.

Requirements/Evaluation: Final project or presentation.

Prerequisites: No previous experience is necessary. We especially invite students who are interested in experiential learning.

Enrollment Limit: 10

Enrollment Preferences: We will review application essays and hold interviews with the top 10 applicants. Preference will be given to majors and concentrators in Africana Studies, Religious Studies, and Environmental Studies.

Expected Class Size: NA

Grading: pass/fail only

Materials/Lab Fee: $4,300

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA James A. Manigault-Bryant, Rhon S. Manigault-Bryant

AMST 11 (W) Remnants: The Social Life of Sewing

Weaver Ann Hamilton calls fabric our "second skin." As a baby, you may have been wrapped in a blanket that was stitched by a loved one. More likely, that piece was mass-produced in a distant place, by strangers who labor in conditions you may never know. What does it mean to surround ourselves with objects about which we have no knowledge and to which we have no organic connection? Recently, more and more people are taking up this question -- as makers, historians, entrepreneurs, and activists. In this course, we will become makers as well as students of the crafts we are
practicing: quilting, knitting, crocheting, embroidery, cross-stitch, and sewing (by hand and by machine). Just as members of a quilting bee gathered around a frame to assemble fragments collectively, we will talk together as we sew. We will discuss slow fashion and farm-to-closet sustainability, reuse and upcycling, #blackmakersmatter and the intersection of social justice and ecological integrity. We will trade images by our favorite artist-activists, such as quilter Bisa Butler and textile artist Victoria Villasana. We will video conference with makers such as quilter Zak Foster, knitters Denise Bayron and Brandi Cheyenne Harper, recycled-denim artist Eliu Hernandez, and embroiderer Han Cao. We will invite local makers to join us in person. Above all, we will sew, stitch by stitch. Through mindful making, we will reconnect to the magic of objects and the power of community. Note: This class will be a safe space for students of all gender identities and expressions. Reading may include: This Long Thread: Women of Color on Craft, Community and Connection; Fibershed: Growing a Movement of Farmers, Fashion Activists and Makers; Worn: A People's History of Clothing; Threads of Life: A History of the World Through the Eye of A Needle; All That She Carried: The Journey of Ashley's Sack, a Black Family Keepsake; Vanishing Fleece; and Knitting for Radical Self Care.

**Requirements/Evaluation:** Final project or presentation. All members will take part in an end-of-term exhibit and slow-fashion show open to the community.

**Prerequisites:** No experience or equipment needed

**Enrollment Limit:** 12

**Enrollment Preferences:** Students will be selected based upon a one-paragraph expression of interest and statement of intention. Preference will be given to students who have little to no experience with needlecraft or making-by-hand. Craft instruction will be provided.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** $140

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TBA Cassandra J. Cleghorn

**AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** ENGL 113 AMST 113 WGSS 113

**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

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

**Distributions:** (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022
SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: AMST 331 COMP 330 THEA 330

Secondary Cross-listing
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper’s Weekly (Lafradio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O’Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

AMST 358 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 THEA 341 LAT 341 WGSS 347 SOC 340

Secondary Cross-listing
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of “males” at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer,
and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AMST 358 (D2) THEA 341 (D1) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**AMST 406 (F) Environmental Planning Workshop: Community-Based Project Experience**

**Cross-listings:** ENVI 402 AMST 406

**Secondary Cross-listing**

In this class you apply your education and training to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & regional governments to solve real world problems. In this class you learn while doing and give back to the community. The field of environmental planning encompasses the built environment, such as housing, zoning, transportation, renewable energy, waste management, neighborhood design; the natural environment, such as open space, farmland, habitat and species protection, natural resource protection, air and water pollution and climate change, and the social environment, such as racial zoning, environmental racism, food security, and healthy vs toxic communities. Skills taught include basic GIS mapping, developing and conducting surveys, interview techniques, project management, and presentations. The class culminates in project presentations to the client organizations. The hour conference section is time for team project work, client meetings and team meetings with the professor. Recent project topics: https://ces.williams.edu/environmental-planning-papers/

**Class Format:** The weekly conference session (1 hour) is dedicated time for team project work including client meetings and meetings with professor.

**Requirements/Evaluation:** Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting attendance, project work, final report (due in segments during semester) and final presentation.

**Prerequisites:** ENVI 101 recommended; open to juniors and seniors.

**Enrollment Limit:** 16

**Enrollment Preferences:** Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

**Expected Class Size:** 16

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

**Unit Notes:** Course fulfills senior seminar requirement for Environmental Studies Major and Environmental Studies Concentration and Maritime Studies Concentration. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies Major elective.

**Distributions:** (D2)

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

ENVI 402 (D2) AMST 406 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar
ANSO 205  (S)  Ways of Knowing
An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? How do qualitative and quantitative approaches to social inquiry differ? How are they similar? What is the importance of history to sociological and anthropological research? How do social researchers use archival and other documentary materials to interpret society? What is the relationship between empirical data and the generation of social theory? What are the 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 both abstractly and concretely, through readings in epistemology as well as a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers. The course will also feature hands-on training in field methods, in which students design and undertake their own pilot field projects.

Requirements/Evaluation: full participation in the seminar, several short written assignments, and a final research essay/proposal

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2023
SEM Section: 01  W 1:10 pm - 3:50 pm  Ben Snyder

ANSO 402  (S) Senior Seminar
This capstone seminar combines intensive discussion and individual research. Half of the course will be dedicated to the discussion of current debates central to the concerns of both anthropology and sociology, such as the ethics of conducting fieldwork, humanitarianism and relief, global public health, poverty and the city, and environmental conservation. Among the topics discussed, the ethical dilemmas of conducting ethnography will be a common theme. The second half of the course will be devoted to independent individual original projects which should have a major ethnographic component. At the end of the course, students will present their projects to the seminar.

Requirements/Evaluation: full participation, major research project and paper (30 pages), class presentation; weekly short responses

Prerequisites: only senior majors in Anthropology and Sociology, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2023
SEM Section: 01  MR 2:35 pm - 3:50 pm  Joel Lee
ANTH 13 (W) The Feather'd Hook: An Introduction to Fly Tying and Streamside Entomology

For over a thousand years anglers have imitated the insects upon which fish-most notably trout and salmon- feed by tying bits of feather, fur, and other materials to their hooks. Over time the practice has developed into a minor art, with its own tools, techniques, aesthetics, and competing theories of animal behavior. In this course students will learn the gentle art of fly-tying, concentrating on imitations of the various distinctive stages in the life cycles of the three main insect orders on which trout feed: Ephemeroptera, Neuroptera, and Diptera (mayflies, caddis flies, and midges). We will in particular focus on the imitation of species most likely to be encountered in New England trout streams. Course Requirements: Attendance at all classes is mandatory. As your principal project for the course you will prepare the presentation of a fly pattern (or series of patterns if you like) to be given before the class in the last week of classes. A presentation should consist of: a description of the historical context of the fly; of the insect and stage of development imitated by the fly (as appropriate); of the materials and techniques used to make the fly; of the preferred presentation of the fly; of the theory of attraction according to which the fly was designed; and a demonstration of how the fly is tied A number of books will be placed on reserve in Sawyer Library. You will also have available the Chapin Library's collection of classic piscatoriana. Choose a pattern early! Some of the more elaborate patterns - especially classic salmon flies - not only require a great deal of skill to tie, but also call for exotic materials that may be difficult to obtain. I'll try to help you as needed, but I will not be able to do much if you wait until the last minute.

Requirements/Evaluation: Final project or presentation
Prerequisites: no prerequisites
Enrollment Limit: 12
Enrollment Preferences: no preference
Expected Class Size: NA
Grading: pass/fail only
Materials/Lab Fee: $88
Attributes: EXPE Experiential Education Courses

Winter 2023
LEC Section: 01 TBA Peter Just

ANTH 15 (W) Photographic and Personal Vision

When you look at a photograph, what is it really saying? How can you make a photograph that says what you mean? This course will delve into the concepts of photographic seeing and visual literacy, while also exploring practical ways to apply these concepts to your own photography. In class we will review photobooks and discuss how a well-sequenced body of work can be greater than the sum of its parts. We will learn how to use professional image editing software like Adobe Lightroom during the course. Students will learn to defend their work during in-class critiques, and at the end of the course the class will produce an exhibition of their photography. The class will meet in Hopkins Hall 105 two times per week - Tuesdays from 10am-12pm and Thursdays from 1pm-5pm. Generally, we'll be talking about reading pictures on Tuesdays, and we'll be talking about making pictures on Thursdays. Outside of class, students will be expected to photograph in the local area. Students must either own or borrow a digital SLR. Williams Equipment Loan has plenty of suitable cameras available for your use, and Adobe Lightroom is available on Williams computers. We will not spend a lot of time building technical proficiency in this class but I will give you suggestions on how to improve your images, regardless of your equipment or level of training. If you are having an issue with your camera or digital workflow, don't hesitate to reach out for technical assistance during the course - I will be available for one-on-one Zoom meetings throughout the winter study.

Requirements/Evaluation: final project or presentation
Prerequisites: No experience or personally-owned camera equipment is required, but students are welcome to use their own cameras if they have them. Williams Equipment Loan has an excellent selection of cameras to borrow.
Enrollment Limit: 10
Enrollment Preferences: If overenrolled, prospective students can email me
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: Ben Brody is the Director of Photography for The GroundTruth Project and Report for America, and author of the critically acclaimed 2019 photobook Attention Servicemember. He lives in western Massachusetts.
Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration
ANTH 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: WGGSS 371 ANTH 371 STS 370

Primary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, WGGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

WGGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to ‘improve’ community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGGSS Racial Sexual + Cultural Diversity Courses

ARTh 15 (W) Architecture of Williams College

The goal of this course is to research a newly discovered cache of historical architectural drawings of the Williams College campus. These drawings, part of the collection of the Chapin Library, will be the basis for an exhibition. Each student will select a plan or group of plans for study, write a 10-page research paper on it, and then condense that paper into an object label for the exhibition. There will be two 3-hour meetings per week which will include lectures on the history of the Williams College campus, instruction on how to catalogue architectural drawings, and brief student presentations on the course of their research. Collaboration and teamwork will be stressed. The textbook for the class is E. J. Johnson & Michael J Lewis, Williams College: the Campus Guide (Princeton Architectural Press, 2018).
ARTh 17  (W)  Inventing Joan of Arc: The History of a Hero(ine) in Pictures and Film

Joan of Arc (known during her own lifetime most commonly as Jeanne "la Pucelle," or Joan "the Maid") was one of the most dynamic and yet enigmatic personalities of the European Middle Ages. Born into a peasant family in the French border province of Lorraine in 1412, she gained control of an army, won brilliant military victories, crowned a king, and was burnt at the stake as a heretic, all before her twentieth birthday. Triply marginalized by gender, age, and socio-economic status, she nonetheless managed to shake the Church and State establishments to their very core. But who was Joan of Arc? Nationalist martyr? Pioneer feminist? Champion of the people? Instrument of God's grace? Victim of post-traumatic stress disorder? Exemplary transgender warrior? Over the centuries since her death, artists -- and not just politicians and scholars -- have attempted to answer this question, creating myriad visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through readings and discussion, this course will survey the history of representations of Joan of Arc in painting, prints, sculpture, and film, from the time of her death to the present.

Requirements/Evaluation: 10-page project or comparable creative project
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: None
Expected Class Size: NA
Grading: pass/fail only
Materials/Lab Fee: $10 and cost of books
Attributes: EXPE Experiential Education Courses   SLFX Winter Study Self-Expression   STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01    TBA    Peter D. Low

ARTh 508  (S)  Art and Conservation: An Inquiry into History, Methods, and Materials

In this course students will learn to recognize the materials present in cultural heritage collections, understand the history of artist's methods and techniques, and hone their observation and examination skills when working with material culture. Students will form a basis in art conservation and condition assessment vocabulary and will exercise handling and examination skills for a variety of materials and artworks present during each session. Those who are planning careers involving work with cultural materials will explore cultural heritage through the lens of the art conservator and form a broader awareness of the ethics and procedures of conservation and preservation. An understanding of the vulnerabilities and condition issues of cultural materials and how to care for them will be developed as an impactful, practical resource for future careers in cultural heritage. A multi-disciplinary group of teachers from the staff at the Williamstown Art Conservation Center (WACC) will conduct lectures, practicums, discussions on conservation research literature and visits to nearby art institutions. Sessions are held at The WACC in the Lunder Center at Stone Hill on the Clark Art Institute campus. Students receive a syllabus with session outlines and required reading lists. Required readings are available via GLOW and on reserve at the Clark Library. Three exams will be given throughout the course and attendance is required at all sessions in lieu of a final exam (each weighted at 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions
**ARTS 10 (W) Photography and the Senses: Intro to Digital Photography**

In the speed of a digital world, what can a slower, more tactile engagement with our materials and surroundings teach us about ourselves? This studio course is an introduction to the fundamentals of digital photography through a multi-sensorial, tactile, and experimental approach. Students learn the fundamentals of creating meaningful photographs, how to use DSLR cameras, as well as editing and inkjet printing. Through a series of creative activities, we tap into all 5 senses (not just vision) in order to unlock embodied knowledge and new ways of seeing. Activities in and out of the classroom include, but are not limited to, engaging with audio recordings, creative writing games based on scent and touch, activities exploring texture and material in nature, collage, and where appropriate, somatic exercises. An emphasis will be placed on play and experimentation, hands-on learning, and class discussions of poetry, artwork, films, and other media. Students will work to create a series of photographs on a topic of their choice.

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

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors who have not taken a photo course at Williams, then art majors interested in the intersections of photography and other artistic disciplines, then anyone else.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration  WELL Winter Study Wellness

**ARTS 12 (W) Textile Structures**

In this course we will investigate the transformative and sculptural potential of various fiber construction techniques including crochet, wrapping, netting, coiling, twining and interlacing. We will take a multi-disciplinary approach to the subject matter, addressing practical issues of making in addition to the history and cultural significance of the techniques and materials studied in class and their application to contemporary sculpture and installation. Through demonstrations, lectures, critiques, readings, and discussions, the course will focus on development of a personal language within the medium. Evaluation will be based on completion of material study assignments, written responses, and a final project. Attendance and participation will also be considered, with outside studio time expected.

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** seniors and art majors

**Expected Class Size:** NA
**ARTS 21 (W) The Tire [Un]Retired: A Repurposed Future for the Automobile Tire**

Invented in 1845, the automobile tire has evolved from a rubber product into one of nylon polymer, steel, and carbon black. These component parts make them difficult to recycle, resulting in fields of used tires emerging around the globe. As this problem continues to grow, how might we re-envision the recycling of this product into a repurposed future? In this course we will explore the global phenomenon of tire disposal, recycling, and reuse. Final projects will culminate in the design and assembly of a sculpture or structure composed of used automobile tires. By the end of week 1 student groups will be tasked with assembling lectures for the rest of the class. Topics will focus on areas of the class's investigation, ranging from 'Clarifying the components of the unit' to 'Spatializing the landscape of the industry'. Additional in-class workshops will call upon groups to assemble a pre-designed element; requiring tire dissection, stretching, folding, and attachment. At the beginning of week 2 new student groups will be tasked with designing and generating a composition of automobile tires for presentation and exhibition at the end of the course. Each group may choose between two tracks: 1. Reprovision of Function: Design and craft an architectural feature (i.e. playground equipment, furniture, or other element that supports or accommodates function). A detailed set of assembly instructions must be presented alongside the product. Expected to be primarily graphic in nature, the document will provide step-by-step installation processes and quantify the materials necessary for replication. 2. Installation as Statement: Design and craft a freestanding structure that illuminates and informs upon the state of the automobile tire as a product, an industry, a problem, and/or an opportunity. A supporting textual narrative/statement that contextualizes the installation(s) as a commentary upon the past, present or future of the automobile tire will also be required.

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

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors in art and environmental studies will be given priority.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

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**ARTS 24 (W) Drawing as Meditation**

Drawing as Meditation is a course focused on drawing as a cross-disciplinary practice that activates our radical imaginations. Going beyond the technical, we will center drawing as a daily meditation - an embodied process that creates space and time for reflecting, connecting, and integrating ideas across disciplines, or disparate aspects of our lives and psyches. Using both traditional and nontraditional drawing tools, we will explore a series of activities that draw on Performance Studies, Art Education, Psychology, and Liberatory practices. Some examples include automatic drawing, diagramming, and mapping. Class time (two 3-hour sessions per week) will be split between short drawing activities and discussion. Enrolled students will be expected to complete daily drawing journals, as well as short readings and writings, not exceeding 10 hours per week. No prior drawing experience required, only a willing desire to put pencil to paper, to experiment, and to be open to what unfolds.

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

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who have otherwise struggled to enroll in arts classes. Preference for Juniors and Seniors
ARTS 27 (W)  Bad Drawing

Manifesto: 1. Anyone can draw. 2. Perspective is subjective. 3. Failure is underrated. 4. Technique is overstated. 5. Subvert the overt. 6. See the unseen. 7. Construct a construct. 8. Learn some luck. 9. Draw a duck. Requirements: Class will meet 3 times a week for studio drawing and discussion: 9 hours. Outside weekly assignments: 8 - 10 hours. Readings and exercises will introduce drawing from different perspectives: the neuroscience of art, the mystical in abstraction, and the role of chance in the creative process.

Requirements/Evaluation: Evaluation based on attendance, completion of assignments, and engagement with the material.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference given to first-years, then second-years, then third-years, then fourth-years.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Ann Glazer lives in Texas and New York. Her work intertwines tradition, technology, and intuition to conjure the unknown. She has an MFA from the Art Institute of Chicago, a BA from Brown University, and occasionally teaches classes at Williams.

Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration  WELL Winter Study Wellness

Winter 2023

LEC Section: 01  TBA  Kerry C. Downey

ARTS 28 (W) Improvisational Woodcut

Woodblock printmaking-the practice of making inked impressions from the carved surfaces of wooden blocks-is an ancient medium that has proliferated through many different cultural contexts and formal iterations. In this intensive studio course students will be introduced to the fundamentals of woodcut, with an emphasis on direct hand carving, hand printing and experimental transformations of the printed multiple through collage. Students will learn how to carve their imagery into traditional shina woodblocks while also experimenting with reclaimed wood. By utilizing hand printing techniques students will have the opportunity to make prints that are of unconventional sizes and shapes. The resulting prints will be transformed and elaborated through experimentation with archival, non-toxic collage techniques, handmade papers and other found materials. This is an immersive course that meets three times per week for 2.5-hour sessions. Class meetings will include slide lectures, group discussions, technical demonstrations and studio work closely supervised by the instructor. Students will be expected to dedicate 4 to 6 additional hours per week to developing their projects. In addition to class sessions there will be open printshop hours during which students may work independently. Visits to the print collections of WCMA and the Chapin Library will introduce students to a broad sample of historical and contemporary woodblock prints. At the end of the session students will present their work in a group exhibition in the Spencer Studio Art Building. Lab fees are covered by the Book Grant for students receiving financial aid.

Requirements/Evaluation: Final project or presentation

Prerequisites: None

Enrollment Limit: 8

Enrollment Preferences: A brief written statement answering the question: Why is it important for you to take this course at this moment in your time at Williams?

Expected Class Size: NA

Grading: pass/fail only
Unit Notes: Alyssa Pheobus Mumtaz holds an MFA from Columbia University and a BA from Yale. She exhibits her work internationally and has taught printmaking, drawing, painting and design at institutions including UVA, Columbia and American University.

Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01    TBA    Alyssa Pheobus Mumtaz

ASIA 99  (W)  Independent Study: Asian Studies
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.

Requirements/Evaluation: A 10-page paper. Short paper and final project or presentation. Final project or presentation.

Prerequisites: NA
Enrollment Limit: 15
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration

Winter 2023
IND Section: 01    TBA    Anne Reinhardt

ASTR 12  (W)  Space Pioneering - Dreams, Math, and Steel on the Existential Boundary
Over the Earth's five and a half billion year history, only within the last century have its evolved conscious inhabitants acquired the tentative means to travel across the Solar System. At the same moment, in the estimate of Oxford scientist - philosopher Toby Ord (The Precipice), the total probability of existential catastrophe, including the risk of cometary impacts, climate change, pandemics, and nuclear war over the next one hundred years is as large as 1 in 6. Spacefaring commerce, already honed to astronomical observation, global communication, navigation, and weather-climate monitoring, could serve as a primary defense against life extinction. This course will consider the prospects for a spacefaring civilization, with an elementary, but physics-driven exposition of astronautics, celestial mechanics, lunar resources, space manufacturing, global warming mitigation, and the human settlement of Mars and other space environments - including the eventual possibility of interstellar flight. Students will be invited to apply quantitative reasoning to their critical exploration of global trends in resource consumption and human opportunities toward an open future, as potentially enabled by space technology, commerce, and culture. Elementary mathematical exposition and applications will emphasize conceptual/analog thinking, relying upon "back-of-the-envelope" scaling methods and graphical interpretation. Course grades will be primarily based on class attendance and individual projects. Although brief quantitative papers will be encouraged, students may choose to make an artistic, philosophical, or socially discursive response with their project. Class lectures of 6 to 8 hours per week will constitute the core instructional material, along with small group tutorials and student presentations of up to 3 hours per week. Weekly outside-of-class work including reading, research, or other creative activity can be expected to take approximately 10 hours

Requirements/Evaluation: Short paper and final project or presentation

Prerequisites: Although previous enrollment in physics, mathematics, or other science courses will be helpful, any Williams College student should be eligible to benefit from this Winter Study offering.

Enrollment Limit: 30
Enrollment Preferences: Should enrollment be over-subscribed, preference will be given to members of the junior/senior class, and with a view to balancing a mix of both science/math majors and non-majors.

Expected Class Size: NA
Grading: pass/fail only

Unit Notes: Michael Allison worked for many years as a Space Scientist at the NASA/Goddard Institute for Space Studies in New York City, also
serving on several planetary flight projects, including the Cassini/Huygens mission to Saturn and Juno at Jupiter.

**Attributes:** EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01

**BIOL 10 (W) The Queen's Gambit**

We live in an era of customization. Cars, shoes and even your shampoo can be customized to fit your specific needs. 3-D printing has now become a common tool for prototyping and production of complicated and precise forms that not only provide mechanical function but also joy. This course explores the language of design and creation by printing a chess set using 3-D printing and Fusion 360 software. Each student will use the Fusion 360 program to design a Pawn, Rook, Bishop, Knight, Queen and King forms in a style of their choosing. We will then work with the Machine shop in the Hopper Science Center to print and finish these pieces in the styling of your choice. Post-production work may include added weights, and painting.

We will meet three times a week for 2-hour sessions in the Hopper Science Center. The course will include in-class printing demonstrations, and digital problem solving to produce successful prints. Most printing will take place outside of class and will be your responsibility to complete. Chess boards will be provided for research and development and playing chess and the end of class will be strongly encouraged! Evaluation will be placed on the form and function of your finished chess board, as well as attendance and participation. A class-wide chess tournament will be hosted at the conclusion of the course. A 3-d printed trophy will be awarded. There is no prior experience in 3D design or playing chess required, but casually playing chess with peers is encouraged class time. Enrollment limited to 12 students. Cost to Student: $45 to cover printing and post-production supplies.

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** N.A.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Kim Faler is a visual artist working in a variety of mediums including digital programing and 3d printing. She received her MFA from the Cranbrook Academy of Art and has recently taught art at Mount Holyoke College and the University of Albany.

**Materials/Lab Fee:** $60

**Attributes:** EXPE Experiential Education Courses  SLFX Winter Study Self-Expression

Winter 2023
LEC Section: 01    TBA     Kim  Faler

**BIOL 11 (W) Teaching 3rd Grade about Zebrafish--BioEYES**

BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, Lanesborough, and North Adams Elementary schools, in a science teaching workshop. Elementary school students will breed fish at the school, then study their development and pigmentation during one week.

Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd-grade students in the classroom, and assess elementary student learning. No zebrafish experience or science expertise is necessary, and all training is provided. During the first week, Williams students will learn to set up fish matings and review BioEYES lesson plans on embryonic development and the genetics of fish pigmentation. In small groups, students will practice teach the hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools and review assessment data. Time commitment: Week 1 - approx. 6 hours total for program training and lesson preparation with additional outside-of-class time needed to create teaching posters, dates, and times TBD Weeks 2 & 3 - approx. 4 hours per day, times TBD dependent on elementary school schedules during the regular school day between 8:30 am and 3:00 pm. Week 4 - TBD; 4 hours per day if running a school program; minimal hours if not running an elementary school program.

**Requirements/Evaluation:** final project or presentation; review of pre and post survey assessments

**Prerequisites:** none

**Enrollment Limit:** 14
Enrollment Preferences: preference to seniors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Jennifer Swoap, a former 3rd-grade teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science in local elementary schools.

Attributes: EXPE Experiential Education Courses  STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01    TBA     Jennifer C. Swoap, Renee Schiek

BIOL 13 (W) Introduction to Animal Tracking

The course will meet twice a week for 5 hour sessions, primarily in the field. One field trip to a nearby state forest is scheduled for the fourth or fifth class meeting day. This day may extend to 4:00. Students are expected to have appropriate outdoor gear for winter. Students are required to create journals and site maps of their personal study areas, including all major features of the landscape, flora and fauna activity. Students will be expected to visit their study spots every day for a minimum of 1 hour of tracking journaling and data collection. Evaluation will be based on attendance, participation, a final presentation of their study sites, maps and journals, a field test and a 3 page research paper

Requirements/Evaluation: short paper and final project or presentation; field test of animal tracking skills

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: 10-12

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Dan Yacobellis has been working with school children, teens and adults since 1997. Dan Created Tamakoce wilderness Programs in 2006 and runs programs on topics including tracking, friction fire making and other naturalist and primitive skills.

Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration  WELL Winter Study Wellness

Winter 2023
LEC Section: 01    TBA     Dan Yacobellis

BIOL 211 (S) Paleobiology

Cross-listings: GEOS 212  BIOL 211

Secondary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: One day field trip to the the Paleozoic of New York State

Requirements/Evaluation: Weekly lab assignments, frequent short quizzes and writing assignments, and a final project with a written and oral presentation component.

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205
Enrollment Limit: 24
Enrollment Preferences: sophomore and junior GEOS majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 212 (D3) BIOL 211 (D3)
Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives
Not offered current academic year

BIOL 22 (W) Introduction to Biological Research
An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.
Class Format: Independent study
Requirements/Evaluation: A 10-page paper
Prerequisites: None. Students may not register until they have a confirmed placement in a Williams Biology lab. The instructor will work with student to identify possible mentors, but it is the student's responsibility to talk to the mentor and get approval.
Enrollment Limit: 18
Enrollment Preferences: First years and sophomores
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023
RSC Section: 01 TBA Lois M. Banta

BIOL 220 (S) Field Botany and Plant Natural History
Cross-listings: ENVI 220 BIOL 220
Primary Cross-listing
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 cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.
Class Format: both field and indoor laboratories
Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators
Expected Class Size: 24
Grading: no pass/fail option, yes fifth course option
Unit Notes: satisfies the distribution requirement for the Biology major
Materials/Lab Fee: There is a charge for the lab manual ($20); the sketchbook ($5) and hand lens ($20) can be self-provided or purchased from the
BIOL 231  (F)(S)  Marine Ecology

Cross-listings:  MAST 311  BIOL 231

Secondary Cross-listing

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Enrollment Limit:  16

Enrollment Preferences:  none

Expected Class Size:  12

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

Unit Notes:  This course is only offered through the Williams-Mystic Maritime Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

Distributions:  (D3)

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

MAST 311 (D3) BIOL 231 (D3)

Attributes:  ENVI Natural World Electives  EXPE Experiential Education Courses

Fall 2022

LEC Section: 01  TR 11:00 am - 12:15 pm  Tim J. Pusack

LAB Section: 02  R 1:00 pm - 4:30 pm  Tim J. Pusack

Spring 2023

LAB Section: 02  R 1:00 pm - 4:30 pm  Tim J. Pusack

LEC Section: 01  TR 11:00 am - 12:15 pm  Tim J. Pusack
Primary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

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

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

BIOL 31 (W) Senior Thesis: Biology

Continuation of Senior Honors thesis research. Required of all thesis students.


Prerequisites: Honors thesis student

Enrollment Limit: 33

Enrollment Preferences: To be taken by students registered for Biology 493, 494.

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

HON Section: 01 TBA Lois M. Banta

CHEM 12 (W) The Practice and Processes of Making Pottery

This course will introduce students to creative methods of working with clay and glazes to create functional pottery, and to the materials and processes of ceramics. Classes will take place in a working Williamstown pottery studio with potter's wheels and space for hand-building and discussions. Studio lessons are designed to stimulate creativity and discovery. Instruction and projects will be tailored to each student's interests, experiences, and abilities. Students will be encouraged to consider how value and beauty can be found in that which is incomplete, impermanent, and/or imperfect. Genuineness and authenticity will be encouraged and valued. We will learn about the origins and properties of clay and glaze materials and about how combinations of materials and the high temperature processes result in mature clay bodies and glazes. We will study the major components of glazes and how the manipulation of these materials changes how glazes appear and function. Evaluation for this course will include a final project, and the critical review of the same. Assessment will take place during individual discussion with the instructor during the construction and finishing processes and in a structured, group critique where finished work will be evaluated by all members of the class through a group discussion led by the instructor. No previous experience is necessary. The only prerequisite for this course is an honest interest in learning about the making and chemistry of pottery. Studio time will likely be afternoons and early evenings, with an optional weekend session to accommodate schedules. Class time is about 12 hours
weekly, and may include some outside of class reading and other assignments.

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

**Prerequisites:** None; no pottery making experience or science background are necessary; students are encouraged to submit a brief description of their interest in participating

**Enrollment Limit:** 10

**Enrollment Preferences:** Level of enthusiasm for learning the craft, materials, and processes of pottery

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tim Duncan has been making pottery for over 30 years. He teaches in a home studio that accommodates up to 10 students, and focuses on creating lessons that stimulate creativity and discovery.

**Materials/Lab Fee:** $130

**Attributes:** EXPE Experiential Education Courses  SLFX Winter Study Self-Expression

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**CHEM 14 (W) Forensic Science**

Forensic science is the application of scientific principles to criminal and civil laws within a criminal justice system with the goal toward the establishment of guilt or innocence. This Winter Study course is designed to introduce some of the specialized fields of forensic science, to learn the principles of science and technology upon which they are based, and to apply them to a number of suspicious situations and criminal cases. During three 1-2 hour class sessions per week, we will examine physical, chemical, and biological items of evidence. The forensic analysis of substances such as glass, ink, bullets, fabric/fibers and drugs will be understood in the context of basic chemistry, analytical chemistry, and organic chemistry. The methods used for the analysis for alcohol and drugs and for the characterization of blood and other body fluids will be discussed in the context of the principles of biochemistry, toxicology, pharmacology, and serology. A variety of well-known historic cases stimulate the exploration of these scientific areas. These include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (Fatal Vision), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Casey Anthony case, the Tylenol poisonings, and the identity of Anastasia. Two 3-hour laboratory sessions per week will involve an analysis of evidence and provide an appreciation for the work of a crime lab. Experiments provide an opportunity to learn forensic techniques such as chromatography (for ink and drug analysis), spectroscopy (for alcohol and drug analysis), comparison microscopy (for bullet identification) and a variety of other experimental procedures such as fingerprinting. Outside of class, background reading for the content and preparation for the experimental work is expected.

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

**Prerequisites:** Organic chemistry, CHEM 251/255 or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Sophomores first, then juniors and then seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Professor Kaplan taught biochemistry and forensic science for 48 years at Williams. He taught a forensic science workshop for 20 years under the sponsorship of the NSF. He is a member of the American and British Academies of Forensic Science.

**Attributes:** EXPE Experiential Education Courses  STUX Winter Study Student Exploration

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**CHEM 16 (W) Glass and Glassblowing**

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.
Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time. The first and last classes are required, so make your travel plans accordingly.

Requirements/Evaluation: class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Jay Thoman is the J. Hodge Markgraf Professor of Chemistry, Emeritus. He has taught this course many times.

Materials/Lab Fee: $125

Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration  WELL Winter Study Wellness

Winter 2023

LEC Section: 01  TBA  John W. Thoman

CHEM 17  (W) Precision and Clarity! An Exploration of Scientific Writing

Most scientific journals demand specific writing styles that include brevity, avoidance of duplication, proper grammar and clear, effective communication. Participants in this course will learn the elements of the scientific report (Title, Introduction, Materials and Methods, Results and Discussion) and understand that unique information is required for each section recognizing that information required for each section should not appear in the others. Participants will explore the "Question Driven Style". This style of reporting emphasizes brevity, logical flow of questions and answers and discourages unnecessary repetition and lack of clear and specific presentation. The application of this style to basic research in all scientific disciplines will be illustrated. A major focus of this course will be group discussions of manuscripts submitted for publication as well as some notable classics. (For example: Hill AB. The Environment and Disease: Association or Causation. Proc Royal Society Med 1965;58:295-300) The course instructor (Cornell) has collected a series of manuscripts submitted for publication with a wide range of writing quality. The discussions will be conducted in the style of a journal club. The class will meet for 2 hour sessions 3 times per week. Tuesday class will include a didactic presentation (60 minutes) followed by group discussion. Reading assignments will be made for the Wednesday and Thursday meetings. These sessions will be conducted in the manner of a journal club. The format for week 1 will be: Review of the journal club format. Question Driven Style: Special Emphasis on the Introduction, Rationale for a Study and Formulation of Study Aims/Questions. Week 2 will focus on the Methods Section. Week 3 will cover reporting of Results and the Discussion. Week 4 will explore internal and external validity and sources of bias in scientific reporting.

Requirements/Evaluation: Short paper and final project or presentation. Participants will mediate a journal club discussion of an assigned manuscript. Participants will submit a written peer review of the assigned paper.

Prerequisites: The course will be open to all science majors, and not restricted to Chemistry majors.

Enrollment Limit: 12

Enrollment Preferences: Junior level students majoring in the natural sciences and psychology will be the target audience.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Dr. Cornell('76) is Professor of Orthopedic Surgery at Weill Cornell College of Medicine. He is Editor-In-Chief of the HSS Journal and Senior Associate Editor of the Journal of Bone and Joint Surgery and Clinical Orthopedics and Related Research

Attributes: EXPE Experiential Education Courses  STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01

CHEM 18  (W) 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, the molecular basis of bacterial gene regulation, the lipid composition of model membranes, and the molecular underpinnings of viral infection.

Requirements/Evaluation: a 10-page paper

Prerequisites: completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

Enrollment Limit: 4

Enrollment Preferences: expression of student interest

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses  STUX Winter Study Student Exploration

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**CHEM 19 (W) Steps to a Healthier You**

What is health and wellness? We all know how to be “healthy”...right? But why is it sometimes so hard to choose a salad over fries? We will explore these questions and more. This course is based on 2 assumptions: 1. We all have an inherent desire and innate ability to move towards healthier versions of ourselves. 2. This is a lifelong process that begins with understanding ourselves—our values, habits, likes/dislikes, upbringing, etc. In this class, we will work with practical tools for self-discovery and -reflection that will then inform how we set wellness goals to promote lasting healthy habits. We will use the 6 pillars of health from Lifestyle Medicine (nutrition, physical activity, sleep, stress management, relationships, decreasing substance use) as a guide with which to examine our current state of wellbeing to identify where we can begin to take specific and achievable steps towards health and wellness. Class time will be spent primarily on experiential learning through instructor-led exercises and discussions. Additionally, students will complete outside assignments aimed to develop self-awareness and integrate class material into their lives. We will use selected readings from a variety of books including Robert Lustig's (Metabolical), Jon Kabat-Zinn's (Full Catastrophe Living), Matthew Walker's (Why We Sleep), Robert Sapolsky's (Why Zebras Don't Get Ulcers), Bessel van der Kolk's (The Body Keeps the Score), Stephen Covey's (The 7 Habits of Highly Effective People), and James Clear's (Atomic Habits). Evaluation will be based on class participation, completion of assignments, final 10-page paper or equivalent project/presentation that demonstrates a level of engagement with class material. We will meet 3 times per week for 2-3 hours. One (minimum) individual meeting with the instructor will be scheduled to address personal concerns and/or help focus the final paper/project. Contact instructor at thu210@gmail.com with any questions.

Requirements/Evaluation: 10-page paper or equivalent creative project/presentation

Prerequisites: Desire and interest in self-reflection, personal growth, and making healthier lifestyle changes.

Enrollment Limit: 10

Enrollment Preferences: Priority will be given to Seniors. If overenrolled, a statement of interest (a little bit about yourself and your interest in the course) will be used for student selection.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Tracy Hu, MD '13 will graduate in June 2023 from the John Muir Health Family Medicine Residency Program in Walnut Creek, CA. Afterwards, she plans to start a non-profit direct primary care clinic with a fellow residency colleague.

Attributes: EXPE Experiential Education Courses  WELL Winter Study Wellness

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**CHEM 24 (W) Introduction to Research in Physical Chemistry**

An independent experimental or theoretical 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, atmospheric chemical dynamics, molecular modeling of water clusters, molecular dynamics simulations, and laser spectroscopy of chlorofluorocarbon substitutes.

Requirements/Evaluation: 10-page paper

Prerequisites: completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

Enrollment Limit: 6

Enrollment Preferences: expression of student interest

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

RSC Section: 01 TBA Lee Y. Park

CHIN 25 (W) Taiwan Study Tour

Interested in learning first-hand about Taiwanese culture and becoming acquainted with what has been called the “Taiwan (economic and political) miracle”? Want to improve your knowledge of Mandarin, the language with the largest number of native speakers in the world? Then join us on this 23-day study tour to Taiwan. We'll spend the first two weeks in Taipei, the capital city, where 3 hours of Mandarin language classes at levels from beginning to advanced will be scheduled each morning at the Language Center of National Chengchi University. After class we'll meet as a group for lunch and discussion. Visits to cultural and economic sites of interest and activities with students from several Taiwanese universities will be scheduled for some afternoons and Saturdays, with other afternoons as well as evenings and Sundays free for self-study and individual exploration. During the last week, we'll travel to central and southern Taiwan, staying at small hotels and youth hostels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience. Requirements: Satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities.

Requirements/Evaluation: A 10-page paper.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Open to all, first preference to CHIN and EALC majors, then those with Mandarin language proficiency at level of CHIN 101-102.

Expected Class Size: NA

Grading: pass/fail only

Materials/Lab Fee: $3,800

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 Cancelled

CLAS 11 (W) The Fundamentals of Baking: Precision and Play

Baking is often regarded as a rather precise art, demanding close attention to measurement, temperature, and time. Yet it also rewards experimentation, as evident in baked goods that combine cultural traditions, accommodate dietary needs, and surprise us with unexpected but delightful combinations of flavors and textures. In this course, you will receive a hands-on introduction to baking and recipe development. We will learn to make a set of basic baked goods (bread, cake, pastry), paying attention to both established recipes and the principles that inform them. We will then explore and prepare variations, reading reflections by a diverse group of bakers and trying out their techniques (examples of readings include excerpts from Peter Reinhart, The Bread Bakers Apprentice, and Joanne Chang, Pastry Love). As a final project, each student will be asked to develop and present a baked product of their own, accompanied by a set of polished "recipe notes" modeled on the cookbooks and blogs we have read together.

Requirements/Evaluation: final project or presentation, class participation, brief readings and written reflections
CLAS 25 (W) Presence in Place: The Greek Dramatic Imagination

Classical Greek tragedy was a genre physically bounded by the space of the theater of Dionysus in Athens, yet famously capacious in its representation of other cities, shrines, and peoples. To experience a play like Ion or the Eumenides, in the theatrical audience or as a reader, is to be imaginatively transported to another place. Whether the play takes its audience to the Areopagus in Athens, the sacred shrines at Delphi, or even further away to Thebes or Corinth or the plain outside the fallen walls of Troy, it enables them (and us) to inhabit in our imagination spaces already laden with literary, religious, political and also personal, experiential significance. Greek tragedy invites us to consider the benefits and costs of travel undertaken as pilgrimage, tourism, and adventure, but also as the consequence of war, profiteering, or natural disaster. In turn, this course asks students to consider how “taking in the sights” of ancient and modern Greece can expand our understanding of Greek literature, art, and culture. The transformative potential of travel for good and ill, whether undertaken willingly or by force, is a central consideration. The course will include foundational reading in Greek tragedy and the scholarly literature that surrounds it, focusing on how the fifth-century Athenian stage functioned as a site for negotiating the role of place in constituting collective and individual identity. The tragic corpus will give us a common set of primary sources to consider as we prepare to explore relevant sites. The core work of the course will in occur in Greece, as we visit sites such as the Athenian Acropolis, the theater and sanctuary at Epidaurus, and the Temple of Aphaia on the island of Aegina, and reflect upon their history, representation, and significance. Each student will be responsible for offering a polished “site report,” researched on-campus and delivered in Greece.

Requirements/Evaluation: Final project or presentation.
Prerequisites: Statement of interest outlining any relevant background or experience (coursework, fieldwork, language study), brief interviews with instructors.
Enrollment Limit: 12
Enrollment Preferences: Enrollment preference will be given to Classics majors and intending Classics majors, and to those with demonstrated interest in the ancient world who have not previously travelled abroad.
Expected Class Size: NA
Grading: pass/fail only
Materials/Lab Fee: $40 in required books/supplies
Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course
Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

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

**Distributions:** (D1)

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

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

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**CSCI 10 (W) Unix and Software Tools**

This course serves as a guided introduction to the Unix operating system and a variety of software tools. Students in this course will work on Unix workstations, available in the Department's laboratory. By the end of the course, students will be familiar with Unix and will be able to use Git as a collaborative tool. As a final project, students will work together in teams to explore an API of their choice. The exact topics to be covered may vary depending upon the needs and desires of the students. The course is designed for individuals who understand basic program development techniques as discussed in an introductory programming course (Computer Science 134 or equivalent), but who wish to become familiar with a broader variety of computer systems and programming languages. This course is not intended for students who have completed a course at the 200 level or above.

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

**Prerequisites:** CSCI 134 or equivalent programming experience

**Enrollment Limit:** 10

**Enrollment Preferences:** preference will be given to students who have not yet completed a CSCI course at the 200 level or above

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Lida graduated from Williams in 2002 as a double major in CS and Psych. She returned in 2014 and spent 4 years working in Alumni Relations before joining the staff of the CS Dept in 2019 where she provides instruction support for the intro classes.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TBA Lida P. Doret

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**CSCI 13 (W) Designing for People**

Many innovative products and entrepreneurial endeavors fail because they are not sensitive to the attitudes and behaviors of the people who interact with them. The fields of Human Factors and Design Thinking combine aspects of psychology with software development, behavioral economics, architecture, and other fields, to create products and processes that provide an easy, enjoyable, efficient and safe user experience. The course will provide students with a theoretical framework for analyzing usability, as well as practical experience with iterative design techniques, prototyping, and user testing and feedback. Students will demonstrate their understanding of Human Factors theory through short presentations and participation in class discussion. Students will work in small groups to identify a usability problem and design a solution which they will evaluate by heuristic analysis and a usability test with 8-10 human test subjects.

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** instructor seeks a diverse group of students with interests in design, psychology, human-computer interaction, and other
CSCI 16 (W) Introduction to the Computer Science Research Process

This course introduces students to the research process in Computer Science. Students will learn how to find and critically read research papers, formulate and describe a research problem, propose a solution to that problem, and design an evaluation plan for assessing the effectiveness of the proposed solution. Students will learn about the general research framework through readings, videos, in-class activities, and class discussions. Throughout the course, students will apply those general research methods to a research question in an area of their choice (e.g., machine learning, algorithms, parallel architecture, etc.), working in groups of up to three students. Each group will create a written research project proposal that includes a description of the research context and the specific problem to be solved with appropriate related work citations, a description of the proposed solution or approach, and a plan for evaluating the proposed solution. Assessment will be based on a written project proposal and an in-class oral presentation of that proposal.

Requirements/Evaluation: Short paper and final project or presentation.
Prerequisites: Students should have successfully completed Computer Science 134 or some similar computing experience.
Enrollment Limit: 15
Enrollment Preferences: We will select a set of students who have different amounts of computer science experience.
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses

CSCI 23 (W) Research and Development in Computing

An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students' design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Prior to the beginning of the Winter Study registration period, any student interested in enrolling must have arranged with a faculty member in the department to serve as their supervisor for the course.

Requirements/Evaluation: short paper and final project or presentation
Prerequisites: project must be pre-approved by the faculty supervisor
Enrollment Limit: 30
Enrollment Preferences: preference given to sophomores and juniors
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses

Winter 2023
CSCI 28 (W)(W) Product Management and Solution Design

Cross-listings: ECON 28  CSCI 28

Secondary Cross-listing

In this course, students will work in small teams to design a software product that solves a problem of their choosing. To support this endeavor, we will examine, critique, and apply methodologies intended to solve these problems, including those developed by Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Students will learn to act as effective product managers, achieving alignment between business, technology, and UI/UX design. Such alignment is crucial given that technology projects often fail not because of the quality of technical engineering but due to misalignment in these three areas. Google Glass failed to account for its price tag, fashion, and the privacy panic. The initial Obamacare website failed to address management issues and predict the volume of website visitors. Flexcube failed to update and incorporate users into the design of their product, resulting in a $500 M UX mistake for Citi bank. These organizations did not identify the right problem, or did not build the right solution. The underlying conflict is IT teams like to be told what to build, but users often do not know what they want or how to express it. We will learn how product managers and their interdisciplinary teams can bridge that gap.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students will be asked to submit a letter describing why they are interested in the course and what they hope to get out of it

Grading: pass/fail only

Unit Notes: Allan joined DataArt in 2014 through the acquisition of AW Systems, where he was a founding partner, and instrumental in developing the Solution Design Framework Methodology, a process designed to guide large-scale/complex technology projects to success. Allan now heads DataArt's Solution Design consulting group as well as their product management competency.

Materials/Lab Fee: $6

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

ECON 28  CSCI 28

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ECON 13 (W) Introduction to Impact Investing

This course explores topics in sports economics, a field that covers both how economics can help explain puzzling aspects of sports and how sports can inform our understanding of economics. In small groups, students will identify an empirical question, review the existing literature, gather appropriate data, and use econometric tools to answer the question of interest. I am flexible on the topic and encourage you to pursue an idea that you are interested in! Students need to have taken Econometrics (Econ 255 or a suitable replacement) and the statistical software package STATA will be used for the analysis. The resulting research project, including both a paper and a class presentation, is due at the end of Winter Study.

Requirements/Evaluation: A 10-page paper; Short paper and final project or presentation; Final project or presentation

Prerequisites: Econ 255

Enrollment Limit: 12

Enrollment Preferences: Those that have taken Econ 255

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses  STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01  TBA   Will Olney, Owen Thompson
The Introduction to Impact Investing course provides students with an overview of the entire spectrum of investing approaches used by impact investors. This is done through a combination of cases and lectures by the professor, and guest presentations by leading impact investors and thought leaders. The course will touch on several key elements of each area of impact investing including: ESG, Private Equity, Venture Capital, Mission and Program Related and Impact First. In each area the class will discuss in detail: market participants, sectors, investment selection and structuring; financial and social impact return. The class will culminate in the students preparing an investment landscape/opportunity study for an impact investor. This course is designed for students interested or planning to pursue a career in traditional investment management who want to understand this new field, and for students looking to enter the field of impact investing or social enterprise.

Requirements/Evaluation: Final project or presentation.
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: seniors
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: Daniel is currently a Managing Director at Habitat for Humanity International (HFHI). In this role he manages HFHI's domestic impact investing efforts which include $250MM+ in private debt investments in Habitat affiliate projects across the country.
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01 TBA Zorin Daniel Gura

ECON 14  (W) Sports Team Ownership and Use of Data Analytics
Students will learn about the ownership and operation of a sports team and, most importantly, the complex decisions and data analytics employed to make business decisions. Specifically, this course will explore the following areas: - The Fundamentals of the Business of Professional Minor League Sports Franchises - The Application of Data Analytics and Business Intelligence in Sports Management - Understanding the Customer (the Fan) - The Social and Economic Impact of a Minor League Sports Franchise The course will encompass elements of economics, math, data analytics, marketing and communications. It also is likely to address leadership, organizational design, ethics, strategic planning, diversity and culture. With regard to the pedagogical approach, the course will involve (i) reading of a sports management and/or sports analytics text book, case studies and sports business journals, (ii) listening to podcasts, (iii) engaging with guest speakers, (iv) participating in class discussions and debate with the instructor regarding his own real-world experience as a minor league sports team owner, (v) some engagement of the Socratic method as case studies are discussed and debated, and (vi) writing of a short paper and a two-person presentation of a "real world" project. Text Book: Sport Business Analytics, Keith Harrison & Scott Buckstein Case Studies: Oakland Athletics: Reinventing the Fan Experience and Business Model by Dave Rochlin (UC Berkeley) The Kitchener Rangers Hockey Club: Skating into the Future by Karin Schnarr, Mathew Krizmanich, Chelsea Lee (Ivey Publishing) The Springfield Nor'easters: Maximizing Revenues in the Minor Leagues by Frank V. Cespedes, Laura Winig, Christopher H. Lovelock (Harvard Business School) Podcasts: SBJ Unpacks Other Sources: Sports Business Journal Issues
Requirements/Evaluation: short paper and final project or presentation
Prerequisites: none
Enrollment Limit: 26
Enrollment Preferences: upper classes, but would love a balance of genders
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: Todd W. Halloran (P'21 & '24) is a Senior Advisory Partner at private equity firm Freeman Spogli & Co., and Exec Chairman & principal owner of minor league hockey franchise South Carolina Stingrays & minority owner of AA baseball team NH FisherCats.
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01 TBA Todd W. Halloran
ECON 15 (W) Introduction to Management Consulting

This course provides a broad overview of the management consulting industry from the perspective of an experienced practitioner. The objectives of the class are to provide a real world view as to what consultants do and to help prepare students who are considering joining a management consulting firm post-Williams. The class will begin with a broad discussion of the differences in the types of business consulting and how management consulting firms are utilized by corporations and private equity firms. The next section will introduce the complexities in developing successful business strategies and review common frameworks for structuring strategic analysis. Students will then be provided instruction on (and practice with) the tools utilized by strategy consultants to analyze markets, evaluate competitive environments, synthesize customer information, and perform financial analysis in order to develop growth strategies. Additionally, one class session will be devoted to tips for getting a job in management consulting including how to ace case interviews. The final small group project will entail the development and delivery of a consulting presentation for a business with a strategic need.

Requirements/Evaluation: Short paper and final project or presentation; Homework and class participation
Prerequisites: none
Enrollment Limit: 24
Enrollment Preferences: If the class is over enrolled, I will have students respond to a few questions via e-mail and I’ll select the matriculants based on responses.
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: Peter McKelvey ’86 was with L.E.K. Consulting for 29 years including leading the Boston office and Private Equity practice and serving 6 years as President of the Americas Region. He holds a BA from Williams and an MBA from Wharton.
Materials/Lab Fee: $60
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01 TBAPeter McKelvey

ECON 17 (W) Who Decides Your Pay?

Most of us must work to earn a living. As a result, we are keenly aware of our pay. But who decides that pay, and how? Many analyses of the labor market have assumed it is perfectly competitive, with firms compelled to pay a prevailing market wage or salary. Recent evidence has demonstrated this assumption is not just wrong, but badly so. Firms have considerable power to set the wages of their employees. This course studies the forces that give firms wage-setting power and the effects of such power on labor market outcomes. It will also address the question of what workers can do to limit employer power. Eric Posner’s [How Antitrust Failed Workers] and Alan Manning’s [Monopsony in Motion] will be the primary books. Additional readings will include policy documents from the US Department of Justice, the US Treasury, and think tanks, plus John Kenneth Galbraith on countervailing power. Class meetings (6hr/week) will focus primarily on discussion, but some will be dedicated to statistical exploration of real labor market data. Out-of-class activities will include reading, simple data analysis, and an interview. The course will conclude with groups presenting case studies of employer wage-setting power or employee efforts to reduce that power (e.g. unionization drives).

Requirements/Evaluation: Final project or presentation
Prerequisites: ECON 110
Enrollment Limit: 10
Enrollment Preferences: Majors
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01 TBA Matthew Gibson

ECON 18 (W) Start-Up Operations: What they don’t teach you in school!
Many entrepreneurs begin their respective journeys with very little prior experience or industry knowledge -- they just go for it! In this course, we'll take a dive into what it takes to found and run a small food and beverage business. We'll start at ground zero and work our way through the components of operating a small business. From production runs to logistical challenges, we will cover it all. This course explores all aspects of running a business outside of that traditionally taught in textbooks. Balance sheets and income statements are very important, but so are supplier negotiations, process flows, and the inevitable need to solve daily logistical challenges. After this course, the only thing left to do is give entrepreneurship a try for yourself. Find something you're passionate about, roll your sleeves up and see what happens -- I'm sure you'll be glad you did. This course will feature frequent guest lectures by entrepreneurs who will share their experiences on topics covered each week. Students will be able to interact, learn and take away a wealth of knowledge from industry experts.

Requirements/Evaluation: Short paper and final project or presentation.
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: General interest in entrepreneurship
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: Passionate food and beverage professional with a focus on small start-up operations. Operated multiple businesses from infancy to $10mm in revenue.
Attributes: EXPE Experiential Education Courses

Winter 2023
LEC Section: 01

ECON 20 (W) Financial Accounting: Concepts, Methods, and Uses

This course will provide an introduction to the concepts, principles and practices used in preparing financial statements for businesses--the balance sheet, income statement, statement of cash flows, and statement of owners’ equity. Building on this foundation, the course will move on to how these financial statements are used by managers to make decisions about capital expenditures and other key aspects of running a business. Additionally, the course will examine how analysts evaluate financial statements to assess the health of a firm, and to decide on whether to invest in a company or divest existing holdings. Emphasis will be on the practical skills needed to understand the relationship among accounting, finance, and economics. Spreadsheets will be used to perform "what-if" and other analysis based on the underlying financial statements listed above. This course also will link the theories of the firm presented in economics courses, with the real-world aspects of managing a business as an insider; as well as evaluating a business from the outside as an analyst. There will be a textbook, as well as case studies, and current events related to accounting as presented in periodicals such as the Wall Street Journal and information sources like CNBC. Given the nature and depth of the material, you should plan on committing about 20-24 hours per week to the course, including 8 hours a week of classroom time--likely two hours mid-morning, Monday through Thursday. Evaluation will be based on: Accounting Problems from the textbook and using spreadsheets Case Studies (2 or 3) Final Exam to unify the concepts

Requirements/Evaluation: Problems, Case Studies, and a Final Exam
Prerequisites: Econ 110
Enrollment Limit: 30
Enrollment Preferences: If the course is over-enrolled, preference will be based on time at Williams with preference for those with more advanced standing
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses  STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01    TBA    Neal J. Rappaport

ECON 22 (W) Volunteer Income Tax Assistant

Winter 2023
This experiential course provides students with the opportunity to explore public policy through training and work as volunteer income tax preparers for low-income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10-page analytic essay or serving as volunteer tax preparers for local clients of the Berkshire Community Action Council. Classes will center around lab sessions where students will progress through the self-paced IRS "Link and Learn" online tax preparer training program that leads to certification. We will also hold a number of lecture/discussion sessions. These will offer a brief overview of the U.S. income tax and its history, as well its relationship to U.S. social policy (especially policy towards lower-income households). This year's course is co-taught by a behavioral economist, and thus some class time will also be devoted to discussing the psychological aspects of filing taxes, both when filing for yourself and when serving as a volunteer assistant for low-income clients. In summary, class time will be a mix of (1) working through the self-paced online training program, and (2) discussing relevant policy and program context. Note: This course satisfies the Political Economy Major Experiential Learning requirement.

Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: statement of interest
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses

Winter 2023
LEC Section: 01 TBA Matthew Chao

ECON 24 (W) The Economics, Geography and Appreciation of Wine

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, discussions, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal, but will also cover some New World wine regions including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia among others.

Requirements/Evaluation: final project or presentation and a blind tasting exam
Prerequisites: none, but students must be 21 years old on or before the first day of class
Enrollment Limit: 10
Enrollment Preferences: Mix of academic record and diversity of backgrounds and interests. Students are invited to email the instructor with a brief description of background and interests, but are not required to do so.
Expected Class Size: NA
Grading: pass/fail only
Materials/Lab Fee: $300
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023
LEC Section: 01 TBA Peter L. Pedroni

ECON 28 (W)(W) Product Management and Solution Design

In this course, students will work in small teams to design a software product that solves a problem of their choosing. To support this endeavor, we will examine, critique, and apply methodologies intended to solve these problems, including those developed by Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Students will learn to act as effective product managers, achieving alignment between business, technology, and UI/UX design. Such alignment is crucial given that technology projects often fail not because of the quality of technical engineering but due to misalignment in these three areas. Google Glass failed to account for its price tag, fashion, and the privacy panic. The initial Obamacare website failed to address management issues and predict the volume of website visitors. Flexcube failed to update and incorporate users into the design of their product,
resulting in a $500 M UX mistake for Citi bank. These organizations did not identify the right problem, or did not build the right solution. The underlying conflict is IT teams like to be told what to build, but users often do not know what they want or how to express it. We will learn how product managers and their interdisciplinary teams can bridge that gap.

Requirements/Evaluation: final project or presentation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: students will be asked to submit a letter describing why they are interested in the course and what they hope to get out of it
Grading: pass/fail only
Unit Notes: Allan joined DataArt in 2014 through the acquisition of AW Systems, where he was a founding partner, and instrumental in developing the Solution Design Framework Methodology, a process designed to guide large-scale/complex technology projects to success. Allan now heads DataArt’s Solution Design consulting group as well as their product management competency.

Materials/Lab Fee: $6
Attributes: EXPE Experiential Education Courses

Winter 2023
LEC Section: 01    TBA     Allan Wellenstein

ECON 52 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis
Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country’s population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions. During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis.

Requirements/Evaluation: two 10-page papers and final project and presentation
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: CDE Fellows
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01    TBA     Michael Samson

ECON 54 (W) Macroeconomic Policy Analysis: A Practitioner’s Perspective
This is an introduction to the analysis of macroeconomic policy issues, especially monetary, fiscal and exchange rate policy. We will focus on the data, metrics and techniques that financial markets analysts/economists use in assessing the macro conditions of countries. The goals are threefold: (1) to become familiar with some of the analytical tools used in macroeconomics, (2) to be able to understand and critique empirical macro research, and (3) to practice the writing and presentation skills used in policy analysis. The emphasis will be on practical issues, such as working with macro data, rather than on formal econometric methods.

Requirements/Evaluation: Several short policy analysis briefs
ENGL 10  (W)  "Be"ing whole; finding homeostasis through practicing yoga/mindfulness/meditation

I did offer a similar course through a section in the PSCI 21 fieldwork class last year called [Exploring Mindfulness within Ourselves and Our Communities]. It was a small section and hidden under a PSCI heading as it was through my supervisor, Paula Consolini, but the students loved it and all 6 of them are currently actively practicing yoga and mindfulness since winter study. The goal of this class would be to explore different yoga practices, meditation practices, and mindfulness practices through readings, active/regular practices, journaling, art experiences, and other mindful movement based experiences (hiking, winter snow activities, etc). This class will offer an in depth discovery, approach, and experience of mindfulness practices while empowering students to identify their own individual needs at the present moment and acquire the skills to practice these techniques to reset their mind and body back to a homeostasis. We will focus on awareness of our mental and physical wellbeing and learn about how a threat to our nervous system can create an imbalance Autonomic Nervous System and a cascade of negative short term and long term effects. Students will meet as a class 3 days a week for 2-3 hours. Each class will have a 45 minute yoga and/or meditation/mindfulness practice, a discussion of the readings (I have a syllabus and packet from last year which will have many similar readings), and an activity (making art - mandala making, lavender pillow making, writing with journal prompts, etc). Students will have about 7-8 hours of class time and will also have the opportunity to co-teach an Adventures in Learning Class with me at the local elementary school one afternoon a week on yoga to elementary students. Students are expected to do the course readings, view videos, and participate in a final project, which will be a "go-to" mindfulness/movement/meditation toolkit customized to their own perceived needs based on their experiences.

Requirements/Evaluation:  Final project or presentation

Prerequisites:  If the class is overenrolled, I would give preference to juniors and seniors, as all students should have mindfulness/yoga and meditative skills/knowledge prior to graduating and I would like to run this course more than one year.

Enrollment Limit:  20

Enrollment Preferences:  I would prefer a limit of about 15 students in order to be able to allow individuals to work in a smaller cohort of students and also for activities outside of the classroom (walks, museums possibly), and to give students more individualized attention.

Expected Class Size:  NA

Grading:   pass/fail only

Unit Notes:  Amy, class of '05, works at the CLI as the North Adams Program Coordinator.  She has an MD and M.Ed, multiple yoga certifications, and experience in working in wellness with individuals of all ages and from a variety of different backgrounds.

Attributes:  EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration  WELL Winter Study Wellness
building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

ENGL 12 (W) D.I.Y. Publications: Paper, Print, and Power

Like most western institutions, the field of traditional publishing has been, and continues to be deeply shaped by power dynamics that more often than not leave out the voices of the most marginalized members of society. Zines, chapbooks, artist books, blogs, and other "do-it-yourself" (D.I.Y.) forms of publication have served as mechanisms of communication, expression, and community building that give voice to marginalized creators. Through engagement with readings, discussion, local field trips, and items in the libraries' collection, this course will explore the historical and social dynamics that have shaped the current landscape of D.I.Y. publishing. At the same time, this course will provide space and resources for students of all skill levels and backgrounds to develop their own practical publishing skills, from content generation to production and distribution. As a culminating project, students will complete one or more D.I.Y. publications of their own design, submitted with a short reflection paper. Class time (three 2-hour sessions per week) will be split between shared experiences, discussion of weekly themes presented in the reading, and hands on time exploring different methods that can be utilized in the creation of their own publication. Enrolled students will be expected to complete reading and additional studio/lab time outside of class, not expected to exceed 15 hours per week.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If overenrolled preference will be given to first-year students, followed by ENGL majors.
ENGL 16  (W)  On Literary Nonprofits
This course introduces students to the world of literary nonprofits: presses, journals, residencies, and advocacy organizations. Students will begin with a study of Outpost, a new residency in Southern Vermont dedicated to writers of color from the United States and Latin America. After an orientation to this organization's history and mission, students will have conversations with members of the board and read and rank applications for the upcoming residency cycle. Guest speakers from a variety of positions within other literary nonprofits will visit class as the students then prepare case studies on an emerging literary nonprofit of their choice. The goal of this course is to demystify this aspect of the literary landscape and demonstrate the rigorous commitment and various skillsets necessary to move from a well-intentioned vision to a sustained and impactful organization. The course will meet for two hours three times per week with outside-of-class work consisting of reading and research, interviewing employees at various nonprofits, and the preparation of the aforementioned final case study.
Requirements/Evaluation: final project or presentation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: priority will be given to seniors and juniors, preference for students with a demonstrated interest in pursuing a literary-related career (as expressed in a statement of interest, if needed)
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses  STUX Winter Study Student Exploration

ENGL 21  (W)  Repeating the Past: [The Great Gatsby] and [Lolita]
[The Great Gatsby] and [Lolita], not often compared, should be read alongside each other: the shared question is whether the past can be repeated. Pertinent shared sub-questions are: What happens to history (World War I or II) in our desire to repeat the personal past? How can we figure the accidental (in the form, for example, of car accidents) into our sense of a future responsive to our past? How does a work of art--symmetrical, closed, meaningful)--beautify the insane desire to restore what has been lost? Students will spend about 15 hours per week reading these two novels (and critical essays), and about 6 hours per week discussing them in detail. The final paper can take the form of fiction, essay, or memoir.
Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: English majors in order of seniority
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression

ENGL 239  (S)  Zen and the Art of American Literature
Just one hundred years ago, few Americans knew the first thing about Buddhism. But these days, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read some Buddhist American literary texts, like Ruth Ozeki's wondrous novel, *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, Western attitudes towards death and dying, and the ongoing struggle for racial justice. And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week). No prior experience with meditation is necessary. Just an open mind.

**Class Format:** This will be a lecture class, with little to no time for in-class discussion. To create opportunities for conversation and discussion, I will offer a substantial number of office hours each week as well as occasional discussion group meetings (of 15 students each; the discussion group meetings will be optional).

**Requirements/Evaluation:** Since this is an experiential course, presence is essential and will be strictly required (so after two allowed absences, each subsequent absence will lower a student's final course grade by 1/3 of a letter grade: A- to B+, for example). Other requirements: short reading responses and free-writing exercises for each class meeting, a 3-4 page midterm essay and a final 8- to 10-page essay.

**Prerequisites:** none

**Enrollment Limit:** 90

**Enrollment Preferences:** Students who preregister should fill out the Google Form at https://tinyurl.com/ZenAmLitSpring2023 by the end of preregistration. Preference will go to students dropped from the Fall21/Spring22 sections of ENGL 239 and then by class year (seniors first).

**Expected Class Size:** 90

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

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C  EXPE Experiential Education Courses

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**ENGL 24 (W) The Craft of Fiction: A Short Story Writing Intensive**

In Bird by Bird, Anne Lamott advises aspiring authors to approach writing in gradual steps (or, in her words, "bird by bird," rather than being "immobilized by the hugeness of the task ahead."). In this course, we too will move "bird by bird," through writing exercises that tackle the essentials of fiction. We will read the likes of Isaac Babel, Sindya Bhanoo, Octavia Butler, Anton Chekhov, Stuart Dybek, Yiyun Li, Daniel Mason, Herman Melville, Lorrie Moore, Tim O'Brien, Jim Shepard, Zadie Smith, and Ricardo Wilson to parse and then practice the techniques these authors employ to create plot, structure conflict, establish characters, and make them talk. By studying an array of voices, students will find which cadences best fit their own work. Local authors will visit our class to share ideas about their creative process with us. We'll visit Arrowhead, Melville's Pittsfield house, to see where he wrote *Moby Dick*, and as well as spend time in local museums, engaging closely with works of art there to further inspire and deepen our fiction. Beginning in Week Two, students will present their own works-in-progress, which we will discuss in a supportive workshop environment. At course’s end, students will have polished a piece of short fiction, explored the beginnings of several new projects, and learned numerous techniques to keep them writing in the future. Evaluation will be based on workshop participation and classroom discussion, brief writing exercises, and a ten-page short story. We will typically meet twice a week for three hours, though occasionally the class may extend slightly beyond this timeframe given travel to and from field trip destinations.

**Requirements/Evaluation:** a 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** By application

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Sara Houghteling is the author of *Pictures at an Exhibition*. She is currently a lecturer in the English Department at Stanford University, where she teaches classes on the intersection of art and literature.
ENGL 25 (W) Journalism Today

Even as the field is constantly changing and reshaping itself, at the heart of journalism is the desire to thoughtfully report and write stories about the world around us. This course is a bottom-up examination of what that means, from the practical skills of how to hone a story idea and conduct an interview, to the process of crafting a finished work. Throughout the class, we'll do a series of small exercises to work on specific skills, building up to a feature-length work about a subject that matters to you by the end of the month. We'll read classic work from the past, as well as some exemplary pieces from today, and question and consider the ethical, legal, and professional questions that are inherent to nonfiction work. We'll also discuss the real-world applications of these ideas with a busy schedule of guest speakers (in-person and virtual), who will talk about their work and careers in the news business. Past guests, many of them Williams alumni, have included journalists from the New York Times, the Wall Street Journal, the Washington Post, NPR, ABC News, Bloomberg, and ProPublica. This course would be quite useful for students with experience in journalism and are considering it as a career, but also for anyone who wants to understand more about how the media works, or would simply like to experiment with and try out new ways of telling stories that make a difference.

Requirements/Evaluation: final project or presentation

Prerequisites: n/a

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, a statement of interest in journalism would be appreciated.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: I am a freelance writer and editor who was a reporter and OpEd editor at the Berkshire Eagle, and earlier had covered national energy policy in Washington, wrote about sports in Moscow, and worked on the international desk at Newsweek in New York.

Materials/Lab Fee: $245

Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration  WELL Winter Study Wellness

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ENVI 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100  ENVI 100

Secondary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option
ENVI 102  (S)  Introduction to Environmental Science

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

Class Format: Two 75-minute lecture/discussion sessions and one 3-hour field/laboratory session each week.

Requirements/Evaluation:  Weekly short quizzes, three exams, lab assignments, participation

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first- and second-year students, Environmental Studies majors and concentrators

Expected Class Size: 48

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

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: ENVI Core Courses  EVST Core Courses  EXPE Experiential Education Courses

Spring 2023

LAB Section: 04  W 1:00 pm - 4:00 pm  Alex A. Apotsos
LEC Section: 01  TR 9:55 am - 11:10 am  Alex A. Apotsos
LAB Section: 02  T 1:00 pm - 4:00 pm  Alex A. Apotsos
LAB Section: 03  T 1:00 pm - 4:00 pm  Alex A. Apotsos

ENVI 103  (F)  Global Warming and Environmental Change

Cross-listings:  ENVI 103  GEOS 103

Secondary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

Requirements/Evaluation:  written reports from laboratories and readings, class participation, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48
Enrollment Preferences: first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

Expected Class Size: 48

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

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 103 (D3) GEOS 103 (D3)

Attributes: ENVI Natural World Electives  EXPE Experiential Education Courses

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Fall 2022
LAB Section: 02  T 1:00 pm - 3:00 pm  José A. Constantine
LEC Section: 01  MWF 10:00 am - 10:50 am  José A. Constantine
LAB Section: 03  R 1:00 pm - 3:00 pm  José A. Constantine

ENVI 104  (F) Oceanography

Cross-listings: MAST 104 GEOS 104 ENVI 104

Secondary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

Class Format: three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

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

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

Attributes: ENVI Natural World Electives  EXPE Experiential Education Courses  GEOS Group A Electives - Climate + Oceans

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Fall 2022
LAB Section: 03  R 1:00 pm - 3:00 pm  Mea S. Cook
LEC Section: 01  MWF 9:00 am - 9:50 am  Mea S. Cook
LAB Section: 02  W 1:00 pm - 3:00 pm  Mea S. Cook

ENVI 105  (F) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101 ENVI 105

Secondary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that
have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first year and second year students, Geosciences majors

Expected Class Size: 30

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

Distributions: (D3)

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

GEOS 101 (D3) ENVI 105 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Not offered current academic year

ENV 11 (W) Seven Summits: the nature of New England as observed from its hills and peaks.

In this course we will take to the hills and mountains of our region in order to gain a better understanding of New England's amazing geographic and biological diversity. Much of this variety owes to geological processes - tectonic events, ice ages, erosion and soil formation -- that have been playing out for eons. In what ways have these forces transformed and influenced the landscapes and ecosystems that we see today? From piney ridges and spruce-clad summits to moist hardwood forests, shrubby swamps and broad valleys, the story is in the hills. In addition to covering some basic geology and meteorology, we will decipher the common trees and shrubs of the region and how they tend to form distinct ecological communities based on their different physiographic attributes. We will also take a look into the lives of the animals -- mammals, birds, and perhaps even insects! -- that inhabit these rigorous environments in winter. Lastly we will consider the role of humans, both in adapting to and influencing these landscapes. Through field trips, readings, discussions, personal observations, and assignments, you will increase your awareness and appreciation of the natural heritage of the region that you have made your recent home. More than half of the class will be spent outdoors, sometimes venturing far-afield. Therefore, students should expect to be away from campus well beyond normal class hours -- including for an overnight night trip. Most excursions will be moderate in pace and difficulty, so you need not be an avid outdoors-person to take part; if you are able to hike/showshoe 5-6 miles in winter conditions, and bring a healthy dose of enthusiasm, you should be fine. No special equipment will be necessary.

Requirements/Evaluation: Final project or presentation. Several written assignments in addition to a final project and presentation on a topic of the student's choosing. Final project may take a variety of forms.

Prerequisites: None

Enrollment Limit: 8

Enrollment Preferences: Preference will be given to students with a demonstrated interest in the subject and those without potential scheduling conflicts. A statement of interest may be required.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Drew Jones is Manager of Hopkins Memorial Forest where he coordinates research, education, and maintenance activities. Previously he has worked as a wildlife biologist and environmental educator from the southern Appalachians to the north woods.

Materials/Lab Fee: $270

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration
ENVI 12  (W) Climate Intelligence 101: accelerating the fight against climate change by making it data-driven

In recent years a novel approach to the fight against climate change has emerged, fueled by new dramatically more detailed, up-to-date data about the exact sources of greenhouse gas emissions. Sometimes known as "climate intelligence", this new field focuses on applying data-driven optimization to these newly detailed emissions data sets. Like business intelligence, the goal of climate intelligence is to use data to multiply the impact of new policies, business strategies, and technologies. To reduce more emissions, faster. This course will begin by introducing students to this rapidly emerging new world at the intersection of climate change, data science, economics, and business. But participants should not expect a relaxed, casual winter study. This high-octane course will move fast and remain laser-focused on not merely understanding climate change, but on actually helping fix it. The course will be team taught by an interdisciplinary group of Williams alums and will cover: "A background on emerging new emissions datasets; * How to use big data to rapidly prototype and iterate on testable scientific hypotheses on better ways to reduce emissions; * A lab section in which students will use novel data to develop proposed new concrete, real-world laws, regulations, businesses, NGOs, or inventions; and * How to develop business plans or regulatory proposals to actually make your ideas happen in the real world. It is anticipated, though certainly not required, that after completion of this course many students will literally found the company or help pass the policy in their proposal. Time: about 14 h/wk. (Estimated 3h lecture, 3h lab/practicum, 8h project work).

Requirements/Evaluation: Short paper and final project or presentation
Prerequisites: None. But this course will involve manipulating a lot of data! Any of: multivar calculus, stats, econ, ability to code, and/or an entrepreneurial spirit helpful but not required. Please don't take this course if not at least already familiar with Excel.

Enrollment Limit: 30
Expected Class Size: NA
Grading: pass/fail only

Unit Notes: Gavin McCormick is founder of environmental tech nonprofit WattTime and cofounder of Climate TRACE, a coalition using AI and satellites to measure all Earth's GHG emissions. He's an Eph and has an MS in environmental econometrics from UC Berkeley.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

ENVI 205  (F) Geomorphology

Cross-listings: GEOS 301  ENVI 205

Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture, three hours per week and laboratory, three hours per week
Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam
Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

Enrollment Limit: 18
Enrollment Preferences: GEOS and ENVI majors
Expected Class Size: 18
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 301 (D3) ENVI 205 (D3)
Attributes:  AMST Space and Place Electives  ENVI Natural World Electives  EVST Environmental Science  EXPE Experiential Education Courses  GEOS Group B Electives - Sediments + Life
Not offered current academic year

ENVI 214  (S)  Mastering GIS
Cross-listings:  GEOS 214  ENVI 214
Secondary Cross-listing
The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.
Class Format:  lecture, three hours per week and laboratory, three hours per week
Requirements/Evaluation:  weekly lab exercises, weekly quizzes, and a research project
Prerequisites:  at least one course in Geosciences or Environmental Studies
Enrollment Limit:  18
Enrollment Preferences:  Geosciences majors and Environmental Studies majors and concentrators.
Expected Class Size:  18
Grading:  yes pass/fail option,  no fifth course option
Distributions:  (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 214 (D3) ENVI 214 (D3)
Attributes:  ENVI Natural World Electives  EXPE Experiential Education Courses

Spring 2023
LAB Section:  03  R 1:00 pm - 4:00 pm  José A. Constantine
LEC Section:  01  TR 11:20 am - 12:35 pm  José A. Constantine
LAB Section:  02  T 1:00 pm - 4:00 pm  José A. Constantine

ENVI 215  (S)  Climate Changes  (QFR)
Cross-listings:  ENVI 215 GEOS 215
Secondary Cross-listing
Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to
anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

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

**Distributions:** (D3) (QFR)

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

ENVI 215 (D3) GEOS 215 (D3)

**Quantitative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

**ENVI 220 (S) Field Botany and Plant Natural History**

**Cross-listings:** ENVI 220 BIOL 220

**Secondary Cross-listing**

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 cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.

**Class Format:** both field and indoor laboratories

**Requirements/Evaluation:** based on two hour exams, field quizzes, a final project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Biology majors, and Environmental Studies majors & concentrators

**Expected Class Size:** 24

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

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Materials/Lab Fee:** There is a charge for the lab manual ($20); the sketchbook ($5) and hand lens ($20) can be self-provided or purchased from the department

**Distributions:** (D3)

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

ENVI 220 (D3) BIOL 220 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses PHLH Nutrition, Food Security + Environmental Health
Primary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project
**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Environmental Studies majors and concentrators; History majors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

ENVI 229 (D2) HIST 264 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives  EVST Culture/Humanities  EXPE Experiential Education Courses  HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01  TR 11:20 am - 12:35 pm  Laura J. Martin

**ENVI 250 (F) Environmental Justice (DPE)**

**Cross-listings:** STS 250  ENVI 250

**Primary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** juniors, seniors

**Expected Class Size:** 10

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

**Distributions:** (D2) (DPE)

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

STS 250 (D2) ENVI 250 (D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

**Attributes:** ENVI Humanities, Arts + Social Science Electives  EVST Culture/Humanities  EXPE Experiential Education Courses  GBST Economic Development Studies Electives  JLST Interdepartmental Electives

Not offered current academic year

**ENVI 255 (F) Environmental Observation**

**Cross-listings:** GEOS 255  ENVI 255

**Secondary Cross-listing**

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information.
We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: Weekly labs, four quizzes, and a final project
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 20
Enrollment Preferences: sophomores, then GEOS majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 255 (D3) ENVI 255 (D3)
Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

ENVI 312 (F) Communities and Ecosystems (QFR)
Cross-listings: ENVI 312 BIOL 302
Secondary Cross-listing
An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invisibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week
Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper
Prerequisites: BIOL/ENVI 203 or 220
Enrollment Limit: 28
Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators
Expected Class Size: 24
Grading: yes pass/fail option, yes fifth course option
Unit Notes: satisfies the distribution requirement for the Biology major
Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 312 (D3) BIOL 302 (D3)
Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 351 (F)(S) Marine Policy (DPE) (WS)
Cross-listings: MAST 351 ENVI 351 PSCI 319
Secondary Cross-listing
Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense
population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

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

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

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

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy  EXPE Experiential Education Courses  POEC Comparative POEC/Public Policy Courses

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Fall 2022
SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

Spring 2023
SEM Section: 01  TBA  Catherine Robinson Hall

**ENVI 402  (F) Environmental Planning Workshop: Community-Based Project Experience**

**Cross-listings:** ENVI 402 AMST 406

**Primary Cross-listing**

In this class you apply your education and training to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & regional governments to solve real world problems. In this class you learn while doing and give back to the community. The field of environmental planning encompasses the built environment, such as housing, zoning, transportation, renewable energy, waste management, neighborhood design; the natural environment, such as open space, farmland, habitat and species protection, natural resource protection, air and water pollution and climate change, and the social environment, such as racial zoning, environmental racism, food security, and healthy vs toxic communities. Skills taught include basic GIS mapping, developing and conducting surveys, interview techniques, project management, and presentations. The class culminates in project presentations to the client organizations. The hour conference section is time for team project work, client meetings and team meetings with the professor. Recent project topics: https://ces.williams.edu/environmental-planning-papers/

**Class Format:** The weekly conference session (1 hour) is dedicated time for team project work including client meetings and meetings with professor.

**Requirements/Evaluation:** Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting
attendance, project work, final report (due in segments during semester) and final presentation.

**Prerequisites:** ENVI 101 recommended; open to juniors and seniors.

**Enrollment Limit:** 16

**Enrollment Preferences:** Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

**Expected Class Size:** 16

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

**Unit Notes:** Course fulfills senior seminar requirement for Environmental Studies Major and Environmental Studies Concentration and Maritime Studies Concentration. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies major elective.

**Distributions:** (D2)

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

ENVI 402 (D2) AMST 406 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Senior Seminar EXPE Experiential Education Courses MAST Senior Seminar

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**Fall 2022**

**SEM Section:** 01  W 1:10 pm - 3:50 pm  Sarah Gardner

**CON Section:** 03  R 1:10 pm - 2:10 pm  Sarah Gardner

**CON Section:** 02  T 1:10 pm - 2:10 pm  Sarah Gardner

**GEOS 100 (S) Introduction to Weather and Climate**

**Cross-listings:** GEOS 100 ENVI 100

**Primary Cross-listing**

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** lab assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 40

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

**Distributions:** (D3)

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

GEOS 100 (D3) ENVI 100 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

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**GEOS 101 (F) The Co-Evolution of Earth and Life**

**Cross-listings:** GEOS 101 ENVI 105

**Primary Cross-listing**

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related
nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** one laboratory per week plus one all-day field trip

**Requirements/Evaluation:** lab work, short quizzes, midterms, an independent project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 30

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

**Distributions:** (D3)

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

GEOS 101 (D3) ENVI 105 (D3)

**Attributes:** ENVI Natural World Electives  EXPE Experiential Education Courses  GEOS Group B Electives - Sediments + Life

Not offered current academic year

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**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 collide and pull apart. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of the past century—to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** lecture three hours per week and lab (several involving field work) two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts

**Requirements/Evaluation:** three hour-tests and weekly lab work

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 40

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

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives  EXPE Experiential Education Courses  GEOS Group C Electives - Solid Earth

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Spring 2023

LAB Section: 02  M 1:00 pm - 3:00 pm  Paul M. Karabinos
GEOS 103 (F) Global Warming and Environmental Change

Cross-listings: ENVI 103 GEOS 103

Primary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

Requirements/Evaluation: written reports from laboratories and readings, class participation, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

Expected Class Size: 48

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

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 103 (D3) GEOS 103 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LAB Section: 02  T 1:00 pm - 3:00 pm  José A. Constantine
LEC Section: 01  MWF 10:00 am - 10:50 am  José A. Constantine
LAB Section: 03  R 1:00 pm - 3:00 pm  José A. Constantine

GEOS 104 (F) Oceanography

Cross-listings: MAST 104 GEOS 104 ENVI 104

Primary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

Class Format: three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48
Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

Attributes: ENVI Natural World Electives  EXPE Experiential Education Courses  GEOS Group A Electives - Climate + Oceans

Fall 2022
LEC Section: 01  MWF 9:00 am - 9:50 am  Mea S. Cook
LAB Section: 02  W 1:00 pm - 3:00 pm  Mea S. Cook
LAB Section: 03  R 1:00 pm - 3:00 pm  Mea S. Cook

GEOS 202  (F)  Mineralogy
This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section. This course is in the Solid Earth group for the Geosciences major.

Class Format: Lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one afternoon field trip

Requirements/Evaluation: one hour test, lab work, and a final exam
Prerequisites: one 100-level GEOS course or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)
Attributes: EXPE Experiential Education Courses  GEOS Group C Electives - Solid Earth  MTSC Courses

Not offered current academic year

GEOS 210  (F)(S)  Oceanographic Processes
Cross-listings: GEOS 210  MAST 211

Secondary Cross-listing
Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasise societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.
Requirements/Evaluation: graded lab exercises, mini-symposium participation, and a research project
Prerequisites: none
Enrollment Limit: 24
GEOS 210 (D3) MAST 211 (D3)

Attributes: ENVI Natural World Electives  EXPE Experiential Education Courses  GEOS Group A Electives - Climate + Oceans

GEOS 212  (S)  Paleobiology

Cross-listings: GEOS 212  BIOL 211

Primary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: One day field trip to the the Paleozoic of New York State

Requirements/Evaluation: Weekly lab assignments, frequent short quizzes and writing assignments, and a final project with a written and oral presentation component.

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 24

Enrollment Preferences: sophomore and junior GEOS majors

Expected Class Size: 20

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

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

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

GEOS 212 (D3) BIOL 211 (D3)

Attributes: EXPE Experiential Education Courses  GEOS Group B Electives - Sediments + Life  MAST Interdepartmental Electives

Not offered current academic year

GEOS 214  (S)  Mastering GIS
Cross-listings: GEOS 214  ENVI 214

Primary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, weekly quizzes, and a research project

Prerequisites: at least one course in Geosciences or Environmental Studies

Enrollment Limit: 18

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators.

Expected Class Size: 18

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

Distributions: (D3)

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

GEOS 214 (D3) ENVI 214 (D3)

Attributes: ENVI Natural World Electives  EXPE Experiential Education Courses

Spring 2023

LAB Section: 03  R 1:00 pm - 4:00 pm  José A. Constantine
LEC Section: 01  TR 11:20 am - 12:35 pm  José A. Constantine
LAB Section: 02  T 1:00 pm - 4:00 pm  José A. Constantine

GEOS 215 (S) Climate Changes (QFR)

Cross-listings: ENVI 215  GEOS 215

Primary Cross-listing

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators
Expected Class Size: 16

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

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 215 (D3) GEOS 215 (D3)

Quantitative/Formal Reasoning Notes: Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023
LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook
LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Primary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

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

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

GEOS 255 (F) Environmental Observation

Cross-listings: GEOS 255 ENVI 255

Primary Cross-listing
To study the environment, we need to observe and measure it. We collect data—numbers that represent system states—and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: Weekly labs, four quizzes, and a final project
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 20
Enrollment Preferences: sophomores, then GEOS majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 255 (D3) ENVI 255 (D3)
Attributes: ENVI Natural World Electives  EXPE Experiential Education Courses  GEOS Group A Electives - Climate + Oceans

GEOS 301  (F)  Geomorphology
Cross-listings: GEOS 301  ENVI 205
Primary Cross-listing
Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture, three hours per week and laboratory, three hours per week
Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam
Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: GEOS and ENVI majors
Expected Class Size: 18
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 301 (D3) ENVI 205 (D3)
Attributes: AMST Space and Place Electives  ENVI Natural World Electives  EVST Environmental Science  EXPE Experiential Education Courses  GEOS Group B Electives - Sediments + Life

Not offered current academic year
GEOS 302 (S) Sedimentology  (WS)
Sediments and sedimentary rocks are the book in which Earth's history is recorded, where we read the stories of ancient oceans and continents, and how life evolved. Sand and dirt preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the ways in which they were deposited, and the ecosystems that they supported. Understanding sediments is also fundamental to society, for many kinds of civil engineering as well as pollution and environmental remediation. We will investigate sediment composition, fluid mechanics, bedforms, and depositional environments, building to an integrated understanding of erosion, deposition, and changes over time. We will also acknowledge and examine the roles that racism and colonialism have played in sedimentologic research. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture/discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day

Requirements/Evaluation: lab and field exercises, writing assignments, participation in discussions

Prerequisites: At least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

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

Distributions: (D3) (WS)

Writing Skills Notes: Weekly 2-3 page writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

Attributes: EXPE Experiential Education Courses  GEOS Group B Electives - Sediments + Life  MAST Interdepartmental Electives

Not offered current academic year

HIST 12  (W) Introduction to Hand Bookbinding
This class will offer a fast-paced, workshop-style introduction to bookbinding, starting with single sheet structures and working through several codex structures with a variety of cover-to-text-block attachments. Throughout, our benchwork-folding, cutting, sewing, adhering-will be grounded in the historical context of the craft and accompanied by readings and online resources, as well as discussion of material and structure, and the implications of both for the conservation and preservation of books. While the course will be focused on Western bookbinding techniques, we'll also touch on other cultural binding traditions with an eye toward understanding the comparative youth of Western book crafts. Class will meet three times a week for three hours, including a weekly visit to Special Collections to examine historical examples of bindings. Students should be prepared to spend significant time outside of class exploring the world of book arts and book history online, and developing and completing independent binding projects, including a set book for the final project. The course will conclude with an exhibition of student work.

Requirements/Evaluation: Completion of in-class and independent binding projects, 1-2 brief presentations, and capstone binding of set book

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Preference will be given to students who have little or no previous bookbinding experience, and to those who express early and enthusiastic interest.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Cara Schlesinger ’91 is an independent bookbinder and conservator in New York City. She has worked at the Metropolitan Museum of Art and Columbia University as well as with private clients and rare book specialists around the country.

Materials/Lab Fee: $155

Attributes: EXPE Experiential Education Courses

Winter 2023
LEC Section: 01  TBA
Imagine yourself back in a time without the computer technology that enables you to create, print out or distribute instantaneously innumerable illustrated texts with the click of a few buttons. In this multifaceted course, we will explore the 16th-17th-century world of printed books and images. Your eyes will be trained to recognize and appreciate the primary techniques in which printed images were made at this time. While becoming acquainted with the ways in which texts were printed by hand, you will learn how to examine rare books and evaluate how they were put together. Finally, you will be taught to think like a savvy publisher, endeavoring to earn a living by profiting from the rapidly expanding, international market for a diverse range of illustrated texts. In order to achieve these goals and fully appreciate what entrepreneurial artists, printers, and publishers accomplished centuries ago, lectures and assigned readings will be complemented by visits to local print collections and the regular, hands-on consultation of illustrated rare books in the Chapin Library. Given the underlying premise that one learns by doing, we will usually meet four times a week, (2 hours per session) primarily in the Chapin library. For your final project, you will be expected to select an illustrated book from the Chapin collection and prepare a presentation on it for the class in which you highlight the topics addressed during the lectures. Evaluation will be based upon this presentation, in addition to class participation. I look forward to delving into the fascinating world of hand-crafted books and prints with you.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: randomly

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Karen Bowen is an art historian, specialized in the study of prints, printmaking, and book illustration in the early modern period. She is currently preparing a book on the European print trade in the 16th and 17th centuries.

Attributes: EXPE Experiential Education Courses  STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01  TBA  Karen L. Bowen

HIST 19 (W) Fresh Purpose for Old Paper: Curating Special Collections in the 21st Century

How do our library's collections represent the past and present of the many Williams communities? What makes a library's books and manuscripts worth saving? What should we collect, and how are those decisions made? Whose voices are missing? This course will examine the role of Special Collections in the 21st century, going behind the scenes of the Chapin Library and College Archives. We will first consider the library's existing collections, focusing on what makes these books and manuscripts valuable -- and not just in terms of their cost. We'll consider how historical events are documented in primary sources, and how those documents can support teaching and research. We'll also learn about the market for rare books and manuscripts and consult with booksellers and curators at a peer institution. For the final project, students will propose the acquisition of a new collection of books or manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting to a curatorial panel, who will assess the proposals to purchase material for our collections.

Requirements/Evaluation: final project or presentation. collection development proposal, class presentation to library staff (during normal course meeting times)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: random, if course is oversubscribed

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures and Book History at the University of Edinburgh; she recently completed her PhD in Historical Geography.

Attributes: EXPE Experiential Education Courses  STUX Winter Study Student Exploration  WELL Winter Study Wellness

Winter 2023

LEC Section: 01  TBA  Anne Peale, Lisa Conathan
HIST 23 (W) Maps: Past, Present, & Future

This class will examine how antique maps, created in the 15th to 20th centuries, provide lessons for modern-day map-making. We will start by considering the purposes of antique maps, especially those made in the 15th and 16th centuries by both European and Islamic mapmakers: why were they made, by whom and by what process? We will discuss "what is a map?", as well as principles of information design, what makes a map good, and lessons that can be drawn from antique maps. Students will learn about the multitude of online resources available for collecting and studying antique maps, including collections at Williams College, and, in their first group project, will work in teams of two to four to make a presentation about an antique map or group of maps that represent the considered lessons. Throughout the course, we will pivot back and forth between antique maps and modern-day maps. We will consider the concept of strategy, which defines an organization, and the various purposes of modern-day geospatial data science, which derives from strategy, in both for-profit and nonprofit organizations. We will review and discuss the tools used in geospatial data science, including analytical platforms like ArcGIS and MapBox, languages like Python, and data sources like the US Census, the HERE road network and the USGS Earth Explorer. We will review and discuss several case studies about how businesses and nonprofits utilize geospatial data science to advance their strategy. In the second group project, students will evaluate a modern-day application of geospatial data science, articulating the lessons from antique maps present in these modern-day maps, as well as any new lessons. Groups will work together to make a presentation about a modern-day map they have studied or about a modern-day map they have made themselves. Topics for group projects could include nonprofit topics like gerrymandering, redlining and climate change or for-profit topics like site selection and advertising effectiveness.

Requirements/Evaluation: Discussion and two group projects

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Mix of students with an interest in history, art, and science

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Tom Paper is a Williams grad ’84 and Stanford MBA, Managing Partner of Webster Pacific, a strategic analytics consultancy; he is also VP of the California Map Society & Founder of The Digital Gallery, a website of exhibits of antique maps and art.

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01

HIST 264 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Secondary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 27 (W)  MinCo in Context: Coalition Building and Student Social Movements Since the 1960s

Are you curious about how MinCo (Minority Coalition) came into being at Williams College? Do you want to know how meeting minutes, handwritten signs, and oral histories can tell us about how students have built coalitions to pursue and achieve strategic goals in at-times hostile circumstances? Do you want to learn how the creation and flourishing of MinCo fits into a broader history of social movements within higher education? And what is a coalition, anyways? If your answer to any of these questions is yes, then this class is for you! Through a hands-on approach focused on working with primary sources held in the special collections and college archives at Williams, this course invites students not only to learn about MinCo history, but also to do the work of public historians. Along with individual assignments in which students engage with archival sources and current scholarship, the final assignment will be team-produced public history projects that mobilize primary sources to tell a compelling history of coalition-building in MinCo history. The course meets 2 times per week for 3 hours each session, and will include a substantial amount of time conducting research in the college archives.

Requirements/Evaluation: Short paper and final project or presentation. Assignments will include individually written object labels (primary source descriptions) and secondary source analysis, as well as a public history project situating a small number of primary sources in historical context and explaining their significance within MinCo history.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Student Survey. First priority will be given to students who are current leaders in MinCo groups. Second priority will be given to students who are members of MinCo groups. Third priority will be any student interested in the topic.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Aly W Corey, PhD is the Associate Director for Inclusive Learning Environments at the Davis Center. Aly's research and teaching expertise is in critical ethnic studies, trans studies, and U.S. musical culture.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

HIST 28 (W) Introduction to Public History

This course will introduce you to the expansive world of public history: the ways in which history is put to work in the world beyond an academic setting. Our course will explore public history's primary ideas, questions, and the practical concerns confronting public historians in a variety of professional and institutional settings. The course will center around key ideas and themes that inform the world of public history, including memory, shared authority, decolonization, audiences and audience engagement, racial justice, historic preservation, and museum interpretation. To explore public history's manifestations beyond the classroom, this class will include field trips and site visits to museums, monuments, historic sites and preserved structures, and other public history institutions in the Berkshires and western Massachusetts and incorporate guest speakers into our class meetings to secure a wide-ranging introduction to this field and its key concepts. Our class is structured to be reflexive, meaning we will learn about how public history has evolved over time and grapple with the way the field's history frames contemporary social and political issues confronting public historians today. A minimum of 10 hours of time per week will be spent in the classroom, including time at field trips and site visits, and an average of 15-20 hours per week will be spent on outside-of-class work, including travel to and from field visit sites. In addition to travel, time spent outside of class will be used to work on course assignments and complete weekly readings of significant past and present literature in the field. For your final evaluation, you will identify a set of "best practices" with your peers for public historians and choose one of our field site visits to write an exhibit or site review. Ultimately, by the end of this course you will have a strong grounding in the field of public history and formulated your own understanding of what constitutes public history.
**Requirements/Evaluation:** Short paper and final project or presentation. Students will individually write an exhibition or site review that addresses each site's particular history, how it relates to its contemporary administration, and how the site approaches key concepts in public history like audience engagement, social and racial equity, and connects the public to major historical questions/inquiry.

**Prerequisites:** N/A

**Enrollment Limit:** 30

**Enrollment Preferences:** Students will be selected based on seniority and need for a history course to fulfill academic requirements of the institution.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Brian Whetstone is an urban historian, public historian, and historic preservationist whose teaching promotes student engagement with the ways history informs our understanding of contemporary social and political struggles.

**Attributes:** EXPE Experiential Education Courses  STUX Winter Study Student Exploration

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**HIST 352  (F)(S)  American Maritime History  (DPE) (WS)**

**Cross-listings:** HIST 352  MAST 352

**Secondary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

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

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2)  (DPE) (WS)

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

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives  ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  HIST Group F Electives - U.S. + Canada  HIST Group P Electives - Premodern

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Fall 2022

**SEM Section:** 01  MW 9:00 am - 10:15 am  Sofia E. Zepeda
JAPN 12  (W)  The Art of Writing: Introduction to Arabic and Japanese Calligraphy

Calligraphy is an art of elegant penmanship that is closely connected to philosophy, spirituality, literature, and poetry. This course introduces students to two different traditions of calligraphy, namely those of Arabic and Japanese, exploring their distinct characters as well as similarities. How has master-apprentice learning shaped each? How have these artforms developed in modern times? How are different aesthetics valued in each? And what are the themes and ideas shared between these two different traditions? At the theoretical level, students will explore historical, cultural, philosophical, and spiritual backgrounds of Arabic and Japanese calligraphy as well as material dimensions of the two traditions—how inks, pens, brushes, and paper are produced. At the practical level, students will be introduced to the execution of lettering with traditional tools, exploring self-expression through the art of writing. Students will be encouraged to consider how balance can be found in that which comprises both order and chaos, form and obscurity, and word and image. In class (6 hours per week), students will engage in hands-on activities, learning the basic techniques of Arabic and Japanese calligraphy. Class time also includes short lectures on theoretical and practical aspects of the two traditions. Through this course, students will learn to use calligraphy as a meditation tool, one that cultivates inner focus and attention to breathing and bodily movements. Outside class, students will be required to practice daily ten-minute calligraphy meditation sessions. Evaluation for this course is based on attendance at each session, a final calligraphy work, and in-class presentation on the piece. No previous knowledge of Arabic/Japanese or experience with calligraphy is required for this course. The class is open to students interested in both/either of two calligraphy traditions.

Requirements/Evaluation: final project or presentation

Prerequisites: n/a

Enrollment Limit: 10

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Eriko Okamoto is a research associate in Arabic Studies at Williams College. She has studied Arabic calligraphy in the US and the Middle East and has trained in Japanese calligraphy for over 20 years.

Materials/Lab Fee: $35

Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration  WELL Winter Study Wellness

JAPN 25  (W)  Exploring Kyoto Culture: How 1200 years of cultural history continues throughout today

Kyoto, the former imperial capital of Japan has 1200 years of history. It is referred to as Japan's cultural treasure house and thrives on its ancient heritage in architecture, gardens, religion, performing and culinary arts and craftsmanship. Yet Kyoto’s appearances can be deceiving. You will find a monumental temple designated as a UNESCO World Heritage site under the shadow of ultramodern high-rising buildings. There is an enigmatic quality to the city with this juxtaposition of old and new. This unresolved tension between modernization and tradition is Kyoto’s fascination. The purpose of this travel course is to explore the cultural history of Kyoto and how it is perpetuated and transformed in a modern era. Students will visit various sites and artists/artisans in Kyoto. Through these experiences, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course will be conducted on campus. Students conduct research in pairs to acquire additional in-depth knowledge on one selected area of Kyoto's art/craftsmanship. For the second and third week, the class will travel to Kyoto. We will first explore the city of Kyoto to develop an idea of how its cultural history progressed from courtly culture in the Heian period, to samurai tradition in the Medieval periods, and aspects of religious ceremonies, Noh Theater and tea ceremonies. We will also visit four to five artisan/artist studios, including hands on experiences at some studios. Students are expected to participate in all the scheduled activities, keep a daily journal, and participate in daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern art/craft/performance to the local community and to the Kyoto artists/artisans at a public forum. The class will return to campus towards the end of the third week.

Requirements/Evaluation: post daily blog to the course website and a public PowerPoint presentation in Kyoto

Prerequisites: none
Enrollment Limit: 8

Enrollment Preferences: personal statements and completion of course(s) related to Japan

Expected Class Size: 8

Grading: pass/fail only

Materials/Lab Fee: $3,700

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Shinko Kagaya

LATS 341 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AMST 358 (D2) THEA 341 (D1) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

LEAD 16 (W) Effective Advocacy and Public Speaking

Clear and persuasive public speaking, whether before a small group or a much larger audience, is essential to effective leadership and career development. This course is designed to enhance a student's ability to develop a position on a significant issue and to advance and defend that position orally. This course will give students, either singly or in pairs, numerous opportunities to make presentations and receive immediate feedback from the Instructors. The course will consist of three sessions per week lasting approximately 120-150 minutes, with an initial organizational session to select a topic to be presented or debated. Students may choose the method of their presentation, and each students may select their own presentation topic or choose from a list of suggested issues.

Requirements/Evaluation: oral presentations of 3-10 minutes throughout the course, but no less than once a week; listen to and critique each other's presentations throughout the course
LEAD 17 (W) Mindful Leadership

Why should anyone be led by you? What are you doing to strengthen your ability to speak truth to power, to embody compassion, and to perform at your best? Mindfulness can shift our baseline level of happiness, help us to navigate upheaval in our lives, and enable us to lead through uncertainty. In this experiential learning course-blending (still and moving) meditation with leadership development-you will heighten your ability to navigate intense emotions, develop strategies for working with your inner critic, explore impermanence (yes, we are all going to die), cultivate lovingkindness, and elevate your ability to perform (we can all do better...especially if we can harness flow). You will also explore storytelling, decision-making, debriefing, embodied dance, the enneagram, pivotal life moments, and polarities. Ready to drop in, breathe, and show up fully? While exploring and integrating, you will co-facilitate an experience for the group that you believe will contribute to our collective learning. You will co-facilitate the debrief of another student-led exercise-to draw out lessons learned. Near the end of the course, you will also contribute to lead a session for the Williams community. Through readings, podcasts, and videos we will be inspired by thinkers such as: Amy Edmondson, Jim Detert, Zander Grashow, Kelly Lewis, and Christopher Alexander as well as mindfulness practitioners such as: Jack Kornfield, Mark Coleman, Ruth King, and Sharon Salzberg. You'll also venture off-campus with your pod to explore the Clark and MASS MoCA.

Requirements/Evaluation: final project or presentation
Prerequisites: open to all students; no previous mindfulness, leadership development, nor movement experience required
Enrollment Limit: 16
Enrollment Preferences: statement of interest (share a bit about yourself and your interest in the course)
Expected Class Size: NA
Grading: pass/fail only

LEAD 18 (W) Wilderness Emergency Care

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification. The course runs 9 consecutive days straight from 9AM--5PM. The instructor will be provided by SOLO (Stonehearth Open Learning Opportunities).

Requirements/Evaluation: written and practical exam
Prerequisites: none
Enrollment Limit: 22
Enrollment Preferences: submit a statement of purpose to the course sponsor, WOC Director, explaining why they want to take the course and hope to gain from the experience

Grading: pass/fail only

Materials/Lab Fee: $450

Attributes: EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TBA Scott A. Lewis

**LEAD 22 (W) Ski Patrol: Outdoor Emergency Response**

The course will teach and develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor environments. Successful completion of written and practical exams, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon implementing National Ski Patrol's Outdoor Emergency Care and Outdoor Emergency Transport curricula in a hands-on, "on-hill" environment. Students will spend approximately 12 hours per week learning and practicing Ski Patrol medical care and rescue techniques. Specifically, students will develop skills to recognize and provide emergency care for situations they learned about in prior first responder training (Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician): - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, strains, sprains, etc.) - Shock, Respiratory Emergencies, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke, seizures, insulin shock, etc.) In the outdoor environment, students will practice the use of various types of splints, spinal motion restriction, bandaging, rescue/transport equipment, methods of extrication, use of oxygen, organization/prioritization of rescue tasks, and how to deal with unusual emergencies such as mass casualty incidents. Emphasis will be placed on the Leadership Skills required to handle complex and stressful emergency situations. Each week there will be ~12 hours of practical outdoor work at Jiminy Peak and on campus. Exact class timing (morning vs. afternoon; 4 vs. 6 hours per meeting; etc.) will be determined based on student and instructor availability. Additional homework/practice may be required. Class attendance is mandatory. The course includes certification in CPR.

Requirements/Evaluation: Written and practical exams

Prerequisites: Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician

Enrollment Limit: 16

Enrollment Preferences: The course will be limited to 15 students, chosen on the basis of ski/snowboard interest and ability. Preference given to students who completed the Outdoor Emergency Care PE class in the preceding fall term.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: An alumnus of Williams ('85) with a PhD in Materials Science, Tom Feist worked for General Electric, taught Chemistry at Williams, and has ski patrolled for over 40 years. He is a National Ski Patrol Instructor Trainer and patroller at Sugarbush, VT.

Materials/Lab Fee: $20

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TBA Thomas P. Feist

**LEAD 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation,
with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

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

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

MAST 104 (F) Oceanography

Cross-listings: MAST 104 GEOS 104 ENVI 104

Secondary Cross-listing

The oceans cover three quarters of Earth’s surface, yet oceanography as a modern science is relatively young; the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

Class Format: three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first year and second year students, Geosciences majors, Maritime Studies concentrators

Expected Class Size: 48

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

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LAB Section: 03  R 1:00 pm - 3:00 pm  Mea S. Cook

LAB Section: 02  W 1:00 pm - 3:00 pm  Mea S. Cook

LEC Section: 01  MWF 9:00 am - 9:50 am  Mea S. Cook
MAST 211  (F)(S)  Oceanographic Processes

Cross-listings:  GEOS 210  MAST 211

Primary Cross-listing

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasise societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

Requirements/Evaluation: graded lab exercises, mini-symposium participation, and a research project

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: none

Expected Class Size: 10

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

Unit Notes: This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

Distributions: (D3)

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

GEOS 210 (D3) MAST 211 (D3)

Attributes: ENVI Natural World Electives  EXPE Experiential Education Courses  GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01  TR 9:30 am - 10:45 am  Rónadh Cox
LAB Section: 02  T 1:00 pm - 4:30 pm  Rónadh Cox

Spring 2023

LAB Section: 02  T 1:00 pm - 4:30 pm  Rónadh Cox

LEC Section: 01  TR 9:30 am - 10:45 am  Rónadh Cox

MAST 311  (F)(S)  Marine Ecology

Cross-listings:  MAST 311  BIOL 231

Primary Cross-listing

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: none

Expected Class Size: 12

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

Unit Notes: This course is only offered through the Williams-Mystic Maritime Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

Distributions: (D3)

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

MAST 311 (D3) BIOL 231 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022
LEC Section: 01  TR 11:00 am - 12:15 pm  Tim J. Pusack
LAB Section: 02  R 1:00 pm - 4:30 pm  Tim J. Pusack

Spring 2023
LEC Section: 01  TR 11:00 am - 12:15 pm  Tim J. Pusack
LAB Section: 02  R 1:00 pm - 4:30 pm  Tim J. Pusack

MAST 351 (F)(S) Marine Policy  (DPE) (WS)

Cross-listings: MAST 351  ENVI 351  PSCI 319

Primary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

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

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

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

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.
**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy  EXPE Experiential Education Courses  POEC Comparative POEC/Public Policy Courses

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**Fall 2022**

SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

**Spring 2023**

SEM Section: 01  TBA  Catherine Robinson Hall

**MAST 352  (F)(S) American Maritime History  (DPE) (WS)**

**Cross-listings:** HIST 352  MAST 352

**Primary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

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

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2)  (DPE) (WS)

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

HIST 352 (D2)  MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives  ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  HIST Group F Electives - U.S. + Canada  HIST Group P Electives - Premodern

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**Fall 2022**

SEM Section: 01  MW 9:00 am - 10:15 am  Sofia E. Zepeda

**Spring 2023**

SEM Section: 01  MW 9:00 am - 10:15 am  Sofia E. Zepeda

**MATH 12  (W) The Mathematics of LEGO**
This course is a modification of eight previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency). We will partner with Williamstown Elementary and teach an Adventures in Learning course (where once a week for four weeks we visit the elementary school after the day ends to work with the kids). We will either submit a Lego Ideas Challenge, to try and create a set that Lego will then market and sell, or do a speed build challenge (college teams vs elementary school teams perhaps).

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: NA

Grading: pass/fail only

Materials/Lab Fee: $195

Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01    TBA     Steven J. Miller

MATH 18  (W) Introduction to Cryptography

Throughout history, wars have been won and lost based on a military's ability to successfully send secret messages and to break the enemy's secret codes. In fact, until the last half of the last century, most uses for cryptography were related to the military. Since the invention of high-powered computers and the Internet, however, there has been an explosion in the need for and usage of encryption. In the 1970's, public-key encryption was invented, allowing two parties who want to communicate in a secure way to do so even without already sharing a secret "key". Today, there are numerous mathematical methods used for encryption. In this course, we will study some historical ciphers as well as more modern ones. Possible topics include the Caesar cipher, Enigma, The Hill Cipher, Diffie-Hellman, RSA, AES, and Elliptic Curve Cryptography. The class will meet six hours per week. Evaluation will be based on regular homework assignments, participation in class group activities, and a final project.

Requirements/Evaluation: Final project or presentation

Prerequisites: None. Students who have already taken a course in Cryptography should obtain permission of the instructor before enrolling in the course.

Enrollment Limit: 20

Enrollment Preferences: Students will be asked to write a paragraph explaining why they would like to take the course.

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses  STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01    TBA     Susan R. Loepp

MATH 26  (W) A Taste of Austria 2023

Instructor: Sophia Klingenberg, Dr. med. Planned Travel Date: 10 Days of travel between January 6th - January 26 Flight to Vienna, train or bus trip to Graz. City tours and Chocolate factory tour, visit Castle, and focus on their health and wellbeing at the thermal baths. Bad Blumau, or Bad Loipersdorf.TBA. Planned Activities: Lodging will be provided at an inexpensive hotel, Jugendherberge in Vienna. Albertina, Cafe Demel, Sacher Hotel, Hawelka, Central, Landtmann, Aida among others. Visit Museums: for example: Belvedere, Jewish Museum, Sigmund Freud Museum, Narrenturm (TBA) and Coffee Houses in Vienna. Tour Zotter Chocolate Factory, Steiermark. Health: TBA: Therme Loipersdorf or Bad Blumau, Steiermark. Be mindful and focus on your health, immerse yourself in the Austrian world of wellness! Tour Schloss Eggenberg, Graz. Guided tour of the Zeughaus with armour from the 15th to the 18th century, Graz. Music: Piano Concert performed by Philipp Sheucher at the Conservatorium in Graz. Literature: Reading together "Chess Story" by Stefan Zweig. How GREEN is Austria? Learning about sustainable energy in Austria. Daily meeting before excursions: Instructions to learn the German Language. Possibly enjoy an evening at the Opera House in Graz. TBA. Students will
write a four-page reflection paper on what they have gained from their travel course. I am a native Austrian who was born and raised in Graz, Austria and I have had the experience of life and culture. Working at the Opera House in Graz, as an extra, performing with the ensemble in Graz, and the famous Kirov Ballet from St. Petersburg, Russia on their summer tour. Email: sklingen@williams.edu with questions

**Requirements/Evaluation:** Short paper and final project or presentation; Final project or presentation; Reflecting paper on the trip after the travel course, explaining what the personal grow contained, and constructive criticism.

**Prerequisites:** Students do not require to have any German language knowledge. Good communication skills and personal maturity would be ideal.

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who show an interest in the language and culture of Austria. Students need to be reliable, on time and attentive to class and cultural events. No alcohol policy only under supervision since students are legally allowed to consume alcohol.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** $3,200

**Attributes:** EXPE Experiential Education Courses  TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01  TBA  Bernhard Klingenberg, Sophie C. Klingenberg

**MUS 10 (W) Introduction to Music Technology and Electronic Music**

This Winter Study Class is an introduction to the basics of Music Technology and Electronic Music. Students will learn how to use Music Notation Software Finale, MIDI, Sound Editing, and Sound Design Software to create their own compositions and/or arrangements. Students will work in groups and individually. Each class will include the instructor's presentation of the techniques and software studied in class, and a hands on approach section where students will use the software studied in class to apply the electronic music techniques discussed in their individual or group projects under the guidance of the instructor. There will be weekly student presentations of their individual and group projects. Instructor and students will also bring their favorite electronic music compositions and songs to class to discuss the techniques used by their creators.

**Requirements/Evaluation:** Final project or presentation. Weekly presentation and discussion of students' projects.

**Prerequisites:** MUS 102 or MUS 103, or permission of the instructor. Ability to read music is a prerequisite.

**Enrollment Limit:** 9

**Enrollment Preferences:** Music major

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01  TBA  Ileana Perez Velazquez

**MUS 104 (S) Jazz Theory and Improvisation I**

**Cross-listings:** MUS 104  AFR 212

**Primary Cross-listing**

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition etc. Appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. This is a performance practice course and instrumental competence is essential. Vocalists and drummers will be encouraged to study the piano; pianists, guitarists and bassists should be able to sight read chords on a jazz lead sheet.

**Class Format:** alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

**Requirements/Evaluation:** weekly assignments (e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance
Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

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

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 104 (D1) AFR 212 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 11 (W) I/O Fest 2023: The Music of Now

I/O Fest is the Williams College Music Department's annual student-centered festival of contemporary music and creative music making, comprising concerts, workshops, outreach, and study. Over the first two weeks of Winter Study student performers, composers, and sound artists will engage in the preparation, rehearsal, and creation of new works, leading to four days of concerts at the ’62 Center for Theatre and Dance and the Clark Art Institute. Students enrolled in the class will choose areas of focus in performance, composition, or production and take part in all of the creative planning for the festival. Students will engage with and learn from visiting musicians and composers, and explore a world of adventurous music making, new ways of listening, and new modes of collaboration. The first phase of the class will culminate in the presentation of the festival from January 12-15, 2023. Students are required to participate in and attend all events on the festival. In the post-festival phase of the course students will participate in readings, workshops, and discussion groups related to the social, musical, and cultural ideas featured in the festival and explore issues in contemporary performance practice. Other activities will include informal group sessions on musical topics such as free improvisation, graphic scores, and sound art. There will also be a field trip to PS21 in Chatham, NY for a tour of the facility and a performance.

Requirements/Evaluation: final project or presentation

Prerequisites: All students must have a background in music and be able to read music. They should have proficiency as an instrumentalist, singer, or conductor, or have experience as a composer or sound artist.

Enrollment Limit: 20

Enrollment Preferences: Students will be selected based on musical experience and interest.

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01   TBA   Matthew A. Gold

MUS 13 (W) Play Javanese Gamelan!

Javanese Gamelan is a vibrant, living tradition of gong-chime music from Central Java, Indonesia. Gamelan music features unique tuning systems, intricate melodies, lively rhythms, and a strong sense of communal music-making. Students have the opportunity to learn several instruments over the winter term. Audio recordings and short readings supplement the hands-on learning. The group will play on a beautiful gamelan set crafted by Tentrem Sarwanto, a renowned Javanese gong-smith. The course culminates in a final performance and a brief essay on Javanese music.

Requirements/Evaluation: final public performance and short essay

Prerequisites: none

Enrollment Limit: 13

Enrollment Preferences: preference will be given to graduating seniors and upperclass students
MUS 14 (W) Piano Lessons for the Music Novice
This course, geared towards students with no previous musical training, offers an introduction to playing the piano and reading music. Students will learn to play simple pieces, scales, and chords, and will become familiar with basic music terms, notation, and concepts. The class will meet as a group for three hours a week, and each student will also have a private half-hour lesson once a week. In addition, students are expected to practice on their own daily and to complete written homework assignments. All students will perform pieces they have learned in a class recital on the last day of the course.

Requirements/Evaluation: Final project or presentation
Prerequisites: intended for students who have never taken music lessons of any kind
Enrollment Limit: 8
Enrollment Preferences: Permission by instructor
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression

MUS 174 (S) The Singing Voice: Structure, Styles and Meaning
What makes an opera singer sound different than a pop singer? How does the sound of each contribute to musical meaning for listeners? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, importantly, through singing. We examine histories of styles, cultural contexts as well as basic physiology, acoustics and techniques. We will explore the basics of yodeling, overtone singing and belting, among other styles. Familiarity with musical notation recommended.

Class Format: studio/brief lectures
Requirements/Evaluation: Two quizzes, regular journaling, a final paper (6-8 page) and a presentation.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: juniors and seniors
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

MUS 204 (F) Jazz Theory and Improvisation II
Cross-listings: MUS 204  AFR 214

Primary Cross-listing

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

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

Distributions: (D1)

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

MUS 204 (D1) AFR 214 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 205  (F)(S)  Composition I

Beginning courses in musical composition. Size and number of required projects will vary from 3 to 5. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time, and the instructor and students will work together to ensure that all work written during the semester is heard/perform.

Requirements/Evaluation: completion of assignments, quality and timeliness of composition projects, attendance, and class participation

Prerequisites: MUS 201 (may be taken concurrently) or permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2022

SEM Section: 01  MR 2:35 pm - 3:50 pm  Zachary Wadsworth

Spring 2023

SEM Section: 01  TF 1:10 pm - 2:25 pm  Ileana Perez Velazquez

MUS 206  (F)(S)  Composition II

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 5 in addition to a possible full semester composition project. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time, and the instructor and students will work together to ensure that all work written during the semester is actually heard/perform.

Requirements/Evaluation: completion of assignments, quality and timeliness of composition projects, attendance, and class participation
Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2022
SEM Section: 01    MR 2:35 pm - 3:50 pm    Zachary Wadsworth

Spring 2023
SEM Section: 01    TF 1:10 pm - 2:25 pm    Ileana Perez Velazquez

MUS 26 (W)  Songwriting in Nashville
This course will allow students of songwriting to explore both the artistic and the practical part of today's music industry. We will travel to Nashville and dive deep into writing, co-writing, critiquing, and editing original songs. Professional songwriters from the region will be invited to offer master classes and share their experiences as well as perform for us in an intimate, relaxed setting. Possible field trips include The Country Music Hall of Fame, Gruhn Guitars, Ryman Auditorium, The Bluebird Cafe, The Grand Old Opry, Performing Rights Organizations (BMI, ASCAP, and SESAC), Music Row, NSAI, recording studios and publishing Houses, etc.

Requirements/Evaluation: Final project or presentation.

Prerequisites: Preference will also be given to those who play an accompanying instrument or are accomplished vocalists.

Enrollment Limit: 8-9

Enrollment Preferences: Students who have previously enrolled in WSP Mus 15 or have taken part in private Vocals: Songwriting lessons through the music department will be given preference. Others that are interested are should contact the instructor at blewis@williams.edu.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Bernice Lewis is the Artist Associate in Songwriting at Williams College and has been a touring artist for over three decades. She has recorded two of her seven original CD’s in Nashville.

Materials/Lab Fee: $3500

Attributes: EXPE Experiential Education Courses  TRVL Winter Study Travel Course

Winter 2023
TVL Section: 01    TBA    Bernice Lewis

MUS 309  (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 lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed

Requirements/Evaluation: project based 4-5 compositions/arrangements

Prerequisites: MUS 104B or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Jazz Ensemble Members, Music Majors
PHIL 12 (W) Yoga: Cultivating a Practice for Life

"Yoga: Cultivating a Practice" will examine what the practice of Yoga is, and how it can serve as a foundation, guide, and inspiration for living, particularly in the face of personal or societal challenges. Alongside the daily physical practice of "asana" (yoga poses), the class will investigate the philosophical and ethical teachings of Yoga's ancient text, the Yoga Sutras of Patañjali. Students will learn a number of basic yoga poses and breathing techniques in 1.5-hour classes that will meet 5 days a week. Class time will include about 15 minutes of discussion, followed by a taught asana practice. Students will read and discuss portions of the Yoga Sutras, the Bhagavad Gita, and contemporary texts analyzing Yoga in society. Assignments may also include pre-recorded talks from contemporary Yoga philosophers. This course explores the roots of Yoga as an embodied practice of moral philosophy, and introduces students to Yoga's potential for individual and collective transformation. This learning is primarily experiential, and students are requested not to miss class sessions. Students will be expected to practice on their own outside of class, to journal, and to participate in class discussions of the readings. Students will submit weekly written assignments in response to prompts relating to class material and a longer final paper.

Requirements/Evaluation: Class participation, plus weekly short papers and final 5-page paper.

Prerequisites: No previous yoga experience required. Special permission required for students with significant injuries or broken bones, as the format may not allow me to accommodate their needs.

Enrollment Limit: 14

Enrollment Preferences: I will invite students to an orientation session in order to assess their interest and motivation for the class. From this, I will select participants with a goal of creating a broadly diverse group that can support and enrich each other's experience.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Anne O'Connor '86 has practiced Yoga since the late 1990s and became a Certified Iyengar Yoga Teacher (CIYT) in 2016. A Williamstown native, she lived in France and Germany for almost 20 years, working as a freelance translator and editor.

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

PHLH 16 (W) Addiction Studies and Diagnostics

The goal of this class is to help students develop an effective understanding of the definition, impact, and treatment of addiction. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Speakers will tell their stories in their journey from addiction to recovery. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. Finally, an extensive annotated bibliography and oral presentation will be presented in groups at the end of the course. The goal of the class is to have students carry this knowledge forward and be more informed about addiction and recovery in personal, family, social, professional, and community life. That goal is two-fold; to help make better and more informed choices personally and with other people.

Requirements/Evaluation: Class and other participation outside the classroom and group project at end of course.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: instructor's choice

Expected Class Size: NA

Grading: pass/fail only
Unit Notes: I have taught this class nearly a dozen times and greatly enjoy doing so. I work as an addiction therapist and have personally been in recovery for 35 years. I earned an MA at the Hazelden Graduate School in 2009.

Materials/Lab Fee: $44

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023
LEC Section: 01 TBA K. Richard Berger

PHLH 402  (S) Senior Seminar in Public Health
The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into small research teams to interact with local organizations and investigate a contemporary real-life issue in public health. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Requirements/Evaluation: active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper

Prerequisites: completion of at least four courses counting towards the PHLH concentration

Enrollment Limit: 12

Enrollment Preferences: senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

Expected Class Size: 10

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

Distributions: No divisional credit

Attributes: EXPE Experiential Education Courses PHLH Core Courses

Spring 2023
SEM Section: 01 TR 9:55 am - 11:10 am Kiaran Honderich
SEM Section: 02 TR 11:20 am - 12:35 pm Kiaran Honderich

PHYS 12  (W) Drawing as a Learnable Skill
Representational drawing is not merely a gift, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will learn to see more accurately and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Requirements: students will be expected to attend and participate in all class sessions as well as 2 mandatory study sessions in museums. They will also be required to keep a sketchbook recording their progress and complete a final drawing project. Evaluations will be based on participation, effort, and development. All class sessions are mandatory.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: If overenrolled, selection will be based on seniority.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Stella Ehrich lived in Italy for sixteen years, where she spent seven years studying figurative realism in the Simi Studio in Florence. She
POEC 402 (S) Political Economy of Public Policy Issues

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews, write a major report on their findings and recommendations, and present and defend their findings in a public talk.

Class Format: student presentations
Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation
Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors
Enrollment Limit: 19
Enrollment Preferences: open only to Political Economy majors
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Unit Notes: required for the Political Economy major
Distributions: (D2)
Attributes: EXPE Experiential Education Courses POEC Required Courses

PSCI 10 (W) International Economic Policymaking During Crises

This course will provide a practical introduction to international economic policymaking, with a focus on the International Monetary Fund and World Bank. Through guest speakers and case studies, students will learn about the roles of these institutions in the response to recent economic crises. Students will also gain practical insight into the policymaking process and receive training in policy memo writing and briefings. After a brief overview of the International Monetary Fund and World Bank, the course will explore three economic crises in depth, with opportunities for students to practice policy writing and briefing skills.

Requirements/Evaluation: Short paper and final project or presentation (Written policy memo and oral briefing)
Prerequisites: One course in political science, economics, or history. The course will focus on practical policy skills and will not require advanced coursework in economics.
Enrollment Limit: 12
Enrollment Preferences: If overenrolled, preference will be determined based on short paragraph explaining interest in exploring internships and careers in public service.
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: Arathi Rao ’06 is Advisor to the US Executive-Director to the International Monetary Fund. A Fulbright and NSF grant recipient, she holds an MPA from Harvard's Kennedy School, and worked for the World Bank, think tanks, and US government agencies.
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01
Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, contestation over basic citizenship rights, and political violence. The pandemic, related economic distress, social protests and insurrection have only sharpened the precarious state of U.S. democracy. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty—the idea that the people govern themselves? We investigate these and related questions, primarily through active, project-based group research activities, guided by political theory and empirical research in the social sciences. Our investigation will include substantial class-time collaboration with a similarly structured undergraduate course taught by a sociologist at Johns Hopkins University and may include an optional weekend research trip.

Requirements/Evaluation: active class participation, three 4-page essays, multiple group assignments, and class presentations

Prerequisites: first-year students

Enrollment Limit: 14

Expected Class Size: 14

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses  PSCI American Politics Courses

Fall 2022

SEM Section: 01  TR 9:55 am - 11:10 am  Nicole E. Mellow

PSCI 14  (W)  JA SelCom: A Case Study in Selection Processes

In this course, we will work to build the next class of Junior Advisors! Together with JAAB and in coordination with members of The Dean's Office, we will interview applicants, discuss applications, and ultimately select the next class of JAs; SelCom members will learn from the intentional selection process, gaining interviewing (and interview) skills, an understanding of how candidates are considered and evaluated, and how to put together teams. Being a part of this selection process will give members the opportunity to use their voice to help shape the entry system; be a part of a social, collaborative team; learn and apply leadership, evaluation, and decision-making skills (which employers will love to see on your resume!); and work with a dynamic group to leave a meaningful legacy for next year's frosh!

Requirements/Evaluation: Attendance and active participation

Prerequisites: Anyone wanting to register for the SelCom Winter Study class needs to fill out this form: https://docs.google.com/forms/d/e/1FAIpQLSeoQK_k73fHFFH-OV6IVdUABTyipEOtus2yBjTRR0kOEi2E0Q/viewform

Enrollment Limit: 25

Enrollment Preferences: Sophomores, Juniors, and Seniors are encouraged to apply! Individuals applying to be a JA should not register.

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2023

LEC Section: 01  TBA  Christina F. Walsh

PSCI 21  (W)  Fieldwork in Public Affairs and Private Non-Profits

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g.,...
Greenpeace or neighborhood associations). The instructors and members of the Political Science Department are available to help students find placements, if necessary, but such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience. Every year, course instructors arrange for some distinct sections of this course to provide specialized fieldwork opportunities in the area for small groups of students.

**Requirements/Evaluation:** A 10-page paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political science majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

INT Section: 01 TBA Nicole E. Mellow

PSCI 22 (W) LIFT: Learning Intervention for Teens

This mentorship-based course pairs Williams students with teenagers involved in the Berkshire County juvenile justice system. LIFT is an official Commonwealth of Massachusetts probation diversion program. This is a student-led course, sponsored by Pittsfield Chief of Police Mike Wynn '93 and Professor Cheryl Shanks, but entirely run by Williams students who have served as mentors or directors in the past. Our goal is to empower the teenagers through positive peer mentorship and allow them to take ownership of an independent project of the teen's choosing. The project and other course activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting, research, and communication, which the teenagers can then carry forward to their school, work, and home lives. The course culminates with a project presentation in which each mentor/mentee pair formally presents their work to an audience that includes professionals in the juvenile court system, state elected officials, chiefs of police, district attorneys, the teens' peers and families, and faculty and community members. Williams students are expected to attend trainings, meet with their teens three times a week, co-facilitate a final presentation, and keep a weekly journal detailing their meetings. Because LIFT is an after-school program, this course meets Tuesday through Thursday from 3:30-5:30pm. If you are interested in applying, please fill out this google form (https://forms.gle/fS3KevZZ8jvhH2Tw5) and register on PeopleSoft.

**Requirements/Evaluation:** final project or presentation and journal and weekly statements

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students will be evaluated based on a statement of application, and the directors reserve the right to accept fewer than 10 applicants

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Mike Wynn is the Chief of the Pittsfield Police Department and graduated from Williams in 1993.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TBA Cheryl Shanks

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense
population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

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

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

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

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy  EXPE Experiential Education Courses  POEC Comparative POEC/Public Policy Courses

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**Fall 2022**

SEM Section: 01  F 9:00 am - 12:00 pm   Catherine Robinson Hall

**Spring 2023**

SEM Section: 01  TBA   Catherine Robinson Hall

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**PSYC 12 (W) Towards a Meaningful Life: The Role of Joy, Creativity, Play and Gratitude**

*What does it mean to live a full life? How does one bring joy, creativity, play and gratitude into daily living?* In this experiential course, students will explore concepts and complexities related to play, creativity, joy and gratitude across cultures and develop realistic practices for integrating these qualities into daily life. Students will participate in discussions, experiential activities, wellbeing challenges, journaling and community projects. Out of class time will emphasize practice opportunities for each of the pillars of the course.

**Requirements/Evaluation:** Final project or presentation. Weekly practice plan and reflection papers.

**Prerequisites:** ability to laugh -- out loud or silently

**Enrollment Limit:** 16

**Enrollment Preferences:** The first 16 enrolled

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses  WELL Winter Study Wellness
PSYC 17 (W) Introduction to Art Therapy
This course will be a multi-modal introduction to the field of art therapy. Through art-making and the study of primary source materials, students will explore the historical contexts, theoretical models, and practical applications of art therapy. Questions students will tackle: Where is the line between pathology and typically functioning? What is the role of the therapist? How can the therapist be collaborators with their clients? Who is the expert, really? What is context? How does the therapist's context inform their practice? Students will learn about art therapy in practice with a variety of populations and techniques. In addition to understanding the theoretical framework of art therapy, students will engage in a heuristic study of the role art has played in their lives. This course will be a combination of lecture, discussion, guest speakers, audio-visual material, student presentations, and art experiential.

Requirements/Evaluation: short paper and final project or presentation
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Art and Psychology Majors
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: Kaye is a registered, board-certified art therapist. She practices art therapy and teaches at Springfield College.
Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023
LEC Section: 01 TBA Alysha B. Warren, Wendy Adam

PSYC 372 (F) Advanced Seminar in Teaching and Learning
This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal
Prerequisites: PSYC 232 or PSYC 272 or permission of instructor
Enrollment Limit: 12
Enrollment Preferences: Psychology majors and those who plan to become teachers
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
Attributes: EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Winter 2023
LEC Section: 01 TBA Kaye Shaddock

REL 110 (S) Religion in Everyday Life (WS)
When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of
the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Class Format: Semester-long community-based field research. Regular in-class peer-review exercises.

Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students and sophomores; students interested in Religious Studies

Expected Class Size: 10-12

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will learn a specific mode of qualitative/ethnographic writing through a semester-long field-based project. This involves many scaffolded assignments of field-based research and writing, for which they receive very regular feedback from the instructor, as well as extensive peer-review exercises. There will be a number of readings on writing style and technique, as well as class discussion and workshopping activities. The final essay will itself be developed in multiple steps.

Attributes: EXPE Experiential Education Courses

Spring 2023

REL 16 (W) Experiments in Mindfulness and Art Museums

Vietnamese Buddhist Zen master Thich Nhat Hanh said, "Always there is the opportunity to live our life fully. When we drink water, we can be aware that we are drinking water. When we walk, we can be aware that we are walking." It could be added: When we view art, we can be aware that we are viewing art. When we make art, we can be aware that we are being creative. How can we learn to become more alert and conscious to our surroundings and then apply these skills so we can enjoy a fuller, more vivid experience of life? Art holds a key to the answer, and that forms the basis of this experimental winter studies course. Using MASS MoCA's contemporary art exhibitions, explore how objects can act like gongs to bring us to the present, urging us to slow down and be aware of their embedded messages and their possible healing properties. In facilitated art explorations, we will apply contemplative tools modeled on centuries-old Buddhist and other cultures mindfulness techniques, including-but not limited to-guided visualizations, slow walking, mindful listening and chanting, and observations of breathing. Additional experiments will feature opportunities to tune into the creative spirit that we all possess in guided art-making activities to process the overarching course philosophy (based on John Dewey) that "art is experience." This course will take place at MASS MoCA twice weekly for 3 hours each session. Students will work with MASS MoCA's director of education and curator of Kidspace to experiment with "ArtInSight," MASS MoCA's three-pronged pedagogy that includes arts-based social justice conversations, mindfulness-based insight activities, and art-making exercises to deepen connections to the art on view and to one's own creativity. Guest artists will be brought in to further explore mindfulness and the arts. While this is a great opportunity for art/art history and religion majors, students are not required to already have mindfulness or art-making practices

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to art and religion majors, juniors and seniors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Laura Thompson, EdD, is MASS MoCA's director of education and Kidspace gallery curator. Laura has worked in arts and museum
education for more than three decades and is a certified Kripalu meditation teacher.

**Attributes:** EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  WELL Winter Study Wellness

Winter 2023

LEC Section: 01  TBA  Laura Thompson

**RUSS 25 (W) Williams in Georgia**

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. We will visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia’s capital city. Students will submit weekly reports on their work while in the country (6 pages in total or the equivalent in another medium), as well as an overall reflection (4 pages or the equivalent in another medium) upon their return from Georgia.

**Requirements/Evaluation:** weekly reports on their work while in Georgia (6 pages in total or equivalent in another medium); overall reflection (4 pages or equivalent in another medium) upon return

**Prerequisites:** none; knowledge of Georgian or Russian is not required

**Enrollment Limit:** 8

**Enrollment Preferences:** interested students must attend an informational meeting and submit a short essay about their interest in the course

**Expected Class Size:** 8

**Grading:** pass/fail only

**Materials/Lab Fee:** $3,340

**Attributes:** EXPE Experiential Education Courses  TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01  TBA  Julie A. Cassiday

**SOC 16 (W) The Lives of Infamous Men**

Michel Foucault is famous for his analysis of how power and knowledge are interwoven in institutions such as the prison or the clinic. Less well known are the life stories that Foucault exhumed from the archives of these institutions. These stories, such as that of a parricidal peasant assumed to be insane and an intersex individual raised in a convent but later legally identified as a man, provoke questions about the self, identity, knowledge, power, and resistance. We will explore the violence done to lives when they are made to conform to the neatness of the archive and ask how we might do justice to these lives as historians. This class will include a research project in which students will collaborate to curate a biographical exhibit in the Williams Library.

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

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** William Stahl is a political theorist researching the politics of biography. Previously, he has taught at New York University, Abu Dhabi and the University of California, Los Angeles.

**Attributes:** EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration

Winter 2023
**SOC 340 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358  THEA 341  LATS 341  WGSS 347  SOC 340

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

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

**Distributions:** (D2) (DPE)

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

AMST 358 (D2) THEA 341 (D1) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses  FMST Related Courses  LATS Comparative Race + Ethnic Studies Electives

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**SPEC 11 (W) Investing: Real money in a Real Fund**

As we explore the world of investing, we'll focus on how to think about valuation, including both public and private firms/investments. Along the way, we'll touch on a host of topics: basic financial accounting, investment instruments, corporate capital structure, portfolio theory, equity and fixed income markets, derivatives, securities analysis, portfolio management, market efficiency, the role of benchmarks, non-financial drivers (ESG, etc.) and algorithmic trading versus fundamental investing. We'll conclude with some thoughts on behavioral finance and its impact on markets. Students will present/teach various topics in the first two weeks culminating in investment pitches to invest the Williams Investment Group's funds. Students will continue to work as a group to actively manage a live brokerage account for the balance of the year through Thanksgiving of 2023. During winter study, will meet three times each week (likely T/Th/F) for two hours each time. Students should expect to put in as least as much time out of class as in.

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

**Prerequisites:** There are no prerequisites. Students will apply for spots via two very short short answer questions. There's no mathematical prerequisite, but a comfort with basic algebra and Excel is helpful.

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to Sophomores and First-years, with a slight nod to students exploring a possible interest in finance.

**Expected Class Size:** NA
**SPEC 15 (W) Past Patterns, Future Visions: Data in the Museum**

The course introduces students to analyzing and visualizing humanities data with a focus on questions that are critical to the future of art museums and other cultural heritage institutions: How can the format and content of museum metadata, especially collections catalogs, be used to promote works of art, and the people and cultures who created them, that have been marginalized? How can museums use data and data analysis in ways that are transparent, accessible, and allow for critique? How can we use data visualization and data storytelling to make museum collections more accessible and welcoming? Students will spend about six hours a week in class learning tools and approaches to humanities data and discussing case studies of museum and cultural heritage data projects at institutions like the Getty and National Gallery of Art. We will use the Williams College Museum of Art Data set, often alongside data sets from other museums, to explore different approaches to data using methods like mapping, text analysis, and network modeling. Outside of class, students will have short readings on different approaches to humanities data and the challenges of humanities data, as well as short assignments that work toward the final project. The final project will be a data analysis and visualization project, with accompanying project journal, on a topic of the student's choice incorporating WCMA's data set.

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

**Prerequisites:** There are no prerequisites. However, students will find the class more approachable if they have already worked with data in spreadsheet formats like google sheets or excel (for example, sorting content and using basic formulas).

**Enrollment Limit:** 15

**Enrollment Preferences:** Sophomores and juniors

**Expected Class Size:** NA

**Grading:** pass/fail only

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**SPEC 17 (W) Personal Resilience in the Face of the Climate Crisis**

Climate anxiety has been demonstrated to negatively impact students worldwide. Hickman et al. (2021), for example, reported that 59% of young people are very or extremely worried about climate change, and 45% say it impacts their daily functioning (2021). In the face of very real environmental challenges, this response is understandable but can lead to feelings of helplessness and inaction. This course seeks to explore the concept of resilience while developing practices for students’ own well-being so they can be part of climate solutions. This course will build personal climate resilience in two ways. First, by exploring stories of hope through readings and local field trips, students will learn from people who see reason for action and have found concrete ways to promote equity and resilience in their own communities. The primary text will be “All We Can Save,” a book composed of essays, poetry, and art of women leading climate adaptation and mitigation strategies. Local field trips will visit organizations focusing on food sovereignty, material reuse, and environmental justice. Second, students will learn concrete skills in both self-care and personal climate action. Taking small steps in the right direction like these can help students regain a sense of agency that is often lost in the face of issues as large as climate change. The course will meet 3x a week for 2-3 hours at a time. The classes will rotate between reading discussions, field trips, and skill development classes. Out of class work will involve readings, preparing for the paper and presentation, and selected local events. The means of evaluation include a short essay exploring an author from the text in more depth, as well as sharing a personal resilience skill that they currently practice with the Williams community in the form of an interactive demonstration.

https://www.thelancet.com/journals/lanph/article/PIIS2542-5196(21)00278-3/fulltext
**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with a demonstrated interest in climate, sustainability, environmental justice, and mental health will be given preference. This interest can be demonstrated in terms of work experience or coursework.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Christine Seibert is the Sustainability Coordinator for the Zilkha Center for Environmental Initiatives and is working toward a master's degree in sustainability from Harvard Extension School.

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Winter 2023

LEC Section: 01

**SPEC 19 (W) Exploring Healthcare**

Experience in a healthcare environment is essential to exploring the health professions. Through this experiential course, students have an opportunity to clarify their understanding of the rewards and challenges of the practice of allopathic and osteopathic medicine, veterinary medicine, dentistry, allied health professions, or public health. Students will participate in an intensive shadowing internship through a Williams facilitated placement in the region or a self-identified placement in a geographic location of their choosing. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions and to learn about the systems within which healthcare is delivered. Students will be introduced to fundamental concepts related to patient interviewing, diagnosis, and medical decision making. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region, and expand their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their healthcare experiences with a dual focus: from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally, and these sessions will now be offered remotely so that they can be attended by both on-site and off-site students and to facilitate a broader range of speakers. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and/or factors affecting the health of individuals and communities. They will write a final reflective paper on their experiences.

**Requirements/Evaluation:** a 10-page paper; participation

**Prerequisites:** open to current sophomores, juniors, and seniors

**Enrollment Limit:** 40

**Enrollment Preferences:** Brief application required Priority will also be given to juniors and seniors who have not previously taken the course

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

INT Section: 01 TBA Rebecca Counter

**SPEC 21 (W) Career Exploration: Winter Study Internships!**

Internships amplify academic learning, empower professional development, and increase students’ career options. SPEC 21 offers students the opportunity to learn beyond the classroom by providing substantive applied learning experiences focusing on issues such as racial justice/social justice, non-profit/community service, government/policy/law, environment, education & many more! Students have the option of applying to the designated SPEC 21 WS internships posted on Handshake, or to submit self-sourced WS internships. For WS 2022, remote, hybrid, and on-site internship opportunities are eligible. Each student will intern for 5 days per week working on project(s) for 3 1/2-4 weeks. Previous WS Internship Sponsors include: Stockbridge Munsee Community Band of Mohican peoples, Berkshire County Chapter, NAACP, Vera Institute of Justice, Nuclear Age Peace Foundation, and many others! Throughout the month, students will reflect upon their experiences: Impressions about the organization and
its workplace culture. Insights about the structure of their role, the organization and the industry. Professionally-What they have learned about themselves within a professional environment; may solidify an interest in a particular industry and build upon this experience when pursuing future opportunities or support the decision to change direction and explore a new industry. Academically-Future course selection, selection of major, and enhanced, grounded, contributions to class discussions. Williams College Alumni/Parents and other employers will be recruited as Winter Study (WS) Internship Sponsors and create meaningful projects/experiences during the month of January. It is expected that our WS Sponsors will mentor the Williams intern(s) during the course, meet with intern(s) on a regular basis to discuss projects/goals/challenges for the week, and support students’ success.

**Requirements/Evaluation:** Short paper and final project or presentation. Students must write a short paper that will become a public record and used as a resource by future students or create a 3-5 minute video; weekly assignments will include completing a Career Action Plan and responding to three questions posted to the EphLink WS Discussion Group. In addition, SPEC 21 winter study interns will have the opportunity to participate in a Winter Study Internship/Summer Experience Fair, career panel discussions, or ‘68 Center workshops.

**Prerequisites:** Interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if they have questions about specific WS internships listed in the SPEC 21 syllabus or self-sourced WS internships.

**Enrollment Limit:** 150

**Enrollment Preferences:** 1st priority- Designated SPEC 21 internships posted on Handshake-WS Internship Sponsors select students based on their applications/possible interviews. 2nd priority-Separate application/evaluation process for students with self-sourced WS internships.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

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**SPEC 23 (W) Climate Change Science and Solutions: A Practical Guide for protecting our Climate**

The course couples climate change science with a rigorous investigation into solutions that are fair and equitable, economically and technologically feasible, and supported by research in social psychology and behavioral change. It covers the physical basis of global climate change, measurements and climate models, and links them with the psychology of risk perception, social influence, and collective action. The course is motivated by the fact that despite broad scientific consensus on the origins and risks posed by climate change, public and governmental mobilization around the issue has remained remarkably limited. The course is conducted seminar style and includes individual and group projects. We start with the global carbon cycle and the role of greenhouse gases in the atmosphere. Climate scientists use powerful models and large amounts of data to track past and predict future changes in the climate. We will look at the building blocks of these models and how they feed into reports such as the Intergovernmental Panel on Climate Change (IPCC) Assessment. Next, we will examine climate change solutions. In individual and group projects we will take a look at renewable energy, sustainable farming and forest management practices, dietary changes, and more to assess their potential for reducing carbon emissions, costs, socio-economic fairness, and political acceptance. This will help us become knowledgeable in designing climate solutions at different scales, for diverse communities and various cost constraints. I also plan for us to visit a few sites and hear from guest speakers. Your final project will be a presentation of a realistic and impactful action to combat climate change that uses the scientific, technical, cultural, and climate justice knowledge gained in the course. Your peers will have the opportunity to critically examine your proposal, ask questions and together practice being effective advocates for climate change action.

**Requirements/Evaluation:** Short paper and final project or presentation; Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** 24, if over-enrolled, student selection will be by timestamp of enrollment record or by random selection

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** As director of the Zilkha Center, I have deep knowledge of climate change science & policy, experience teaching in higher ed (faculty member), and an active research record. I hold a PhD in envi stats & policy and have worked at UN, NRDC, think tank.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration
SPEC 24 (W) Class of 1959 TeachNYC Urban Education Program

SPEC 24 Class of 1959 TeachNYC Urban Education Program Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at $400 for the term. Further assistance is available for financial aid students.

Requirements/Evaluation: Short paper and final project or presentation.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: seniority
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses

SPEC 26 (W) Entrepreneurship Essentials: the Mindset, the Method, the Reality

Entrepreneurship is the art and science of generating and applying ideas that solve real-world problems. In this course, students will learn the entrepreneurial method and discover where ideas come from and how they are vetted through the customer discovery process. Students will visit numerous Start Ups and meet dozens of entrepreneurs and their co-founders, funders, and employees to learn what happens, what to watch out for, and how to think about entrepreneurial opportunities. The course will begin in WT (3hrs/day, 9 days) with a review of the idea development tools used in today's startup environment, particularly those pioneered by the Stanford d.School such as the Business Model Canvas and Design Thinking. Particular focus will be on customer discovery and how one determines if an idea is worth pursuing, the "pivots" along the way, and the adaptive mentality needed in a startup. We will also look at the creative process from a personal perspective - how can each student learn to think creatively and what actions can they take. We will compare the creative process in different disciplines to see what is different and what is the same. The second half of the course will take place in San Francisco where we will tap into the strong Bay Area alumni network allowing us to visit start-ups and fast-growing tech companies to compare how they approach their markets. We will look at the influence of company culture, different financing models, and the entrepreneurial ecosystem of the Bay Area. Students will also be given a consulting project from an alumni-run company addressing a current and as yet unsolved problem. Readings: The Lean Start-up by Eric Ries, Thinking Course by Edward deBono's, Where Good Ideas Come From by Steven Johnson, The Mom Test by Bob Fitzpatrick as well as articles and podcasts.

Requirements/Evaluation: Short paper and final project or presentation.
Prerequisites: No academic prerequisites
Enrollment Limit: 12
Enrollment Preferences: Students with a demonstrated interest in Entrepreneurship
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: Tonio has many years of entrepreneurial and business experience both in the US and internationally. These include the launching of a German language TV channel and inventing a fabric gift wrap product. Bowdoin with an MBA/MA from Wharton/UPenn.
Materials/Lab Fee: $3,100
Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course
SPE 29 (W) Down the Road and Across the World: Transformative Education in Pittsfield Public Schools

By the time you graduate high school, you will have spent somewhere around 12,600 hours sitting in classrooms. When you're a student, you only experience one class at a time-but have you ever thought about the work that goes into running an entire district? From choosing a curriculum to training new teachers, from spending a $65 million budget to hiring over 2,000 employees, there are countless decisions that district administrators need to make each day. How do they design a school system that meets the needs of thousands of students, and what is their role in creating a more equitable society-starting in pre-school? Over the course of your Winter Study, you will work closely with Judy Rush, Curriculum Director, and Ryan Buggy ’19, Equity of Learning District Data Coordinator at Pittsfield Public Schools. Each week, we will explore a new topic within K-12 education, such as the use of data to eliminate identity-based opportunity gaps, the alignment of instructional practices with scientific evidence, and the different services we provide to meet the needs of a diverse range of students. Throughout the entire month, you will also try your hand at creating curriculum resources for our teachers-and even get a chance to use them yourself with students of your own. We will meet once a week virtually and twice a week in person for a total of ~12 hours. During virtual sessions, we will check in on the curriculum design projects and discuss readings from texts such as [The Knowledge Gap] by Natalie Wexler, [Solving Disproportionality and Achieving Equity] by Edward Fergus, and [Culturally Responsive Teaching and the Brain] by Zaretta Hammond. Then, during our in-person sessions, you will have the opportunity to sit-in on meetings between educational administrators and ask questions about their roles. You will also spend some time in the classroom, seeing what it's like to teach in a high-needs public school district, and discuss it with your peers over dinner.

Requirements/Evaluation: Short paper and final project or presentation.
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: If overenrolled, students will be asked to provide a brief summary (1-3 paragraphs) of relevant K-12 experience and explain why they're interested in the course, particularly if they're considering a career in public education.
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration
SPEC 33 (W) Community Arts in Education

In this course, students will explore the diverse opportunities that fall within community arts and education. As part of the exploration students will research the work of artist educators and arts education programs in a variety of community contexts, develop skills to plan, implement and evaluate arts education programming, and document creative processes and arts education program outcomes. Examine the opportunities for artist-educators in a variety of settings. Develop skills as community arts practitioners including program design, implementation, documentation and assessment. Explore education theories grounded in social justice education with a focus on diversity, equity, and inclusion. Explore the creative process as a means of activism, community development, and youth development. Explore flexible strategies in arts integration across art forms. Students will explore community arts education examples across a variety of settings, matching individual interests and career paths. Each student will participate in the design and implementation of a community arts education program providing a practical, real-world experience that links theory and practice. We will meet as a class 3 days a week for 2-3 hours. Each class will have: -a hands on exploration of arts based strategies that can be used flexibly to foster learning, -discussion of the readings/viewings -students will draw from the Integrating the Arts Across the Curriculum text, and a series of video examples. -writing/reflection -students will design their own mini-workshop based on their area of interest. Students will have about 7-8 hours of class time and will also have the opportunity to present their final workshop plans.

Requirements/Evaluation: Final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: I would prefer a limit of about 15 students in order to be able to allow for presentations of student workshop ideas engaging the class in experiential exploration.

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01

SPEC 34 (W) Reading, Writing, and Eating

You may have heard that the way to one's heart is through their stomach. How can something as fundamental as food help us understand more about our identity? How can food help us write creatively and convincingly about who we are, whom and what we love, and what we stand for? In this course, we will read about growing, eating, and cooking food, as well as about dining out. We will write in response to the texts we're reading and to the food we're eating. Our goal is to learn how to engage in critical analysis and self-inquiry to better understand writing skills like argument, analysis, grammar, and style, and how to write the personal for a public audience. This course is designed to support students who need extra instruction in the fundamentals of English composition, especially students for whom English is an additional language. Readings and texts will include excerpts from Zauner's Crying in H Mart, Lee's "Coming Home Again," Laymon's Heavy, Foster Wallace's "Consider the Lobster," Chang's The Next Thing You Eat, and more. We'll meet for six hours each week, and the class will occupy significantly more time outside of the classroom—roughly twenty hours a week—during which you'll be engaged in the writing process, the eating experience, and reading for class. There will be at least one group meal at a local restaurant. Students will write three major assignments: a narrative nonfiction essay and two longform reviews.

Requirements/Evaluation: A 10-page paper

Prerequisites: N/A

Enrollment Limit: 12

Enrollment Preferences: This is a course ideally for EAL students

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Elizabeth Mikesch is the author of Niceties: Aural Ardor, Pardon Me (Calamari). She teaches at the Bard Microcollege in Holyoke, UMass Amherst, and sometimes Smith.

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression
STAT 19 (W) Chess and Speed Chess

This course will present a fast and fun introduction to chess, speed chess, and multi-player variants of classical chess. We'll begin with the rules of chess, and a study of classical openings, theory, checkmates, and endgames. These concepts will be practiced through in-class games. We will always make use of chess clocks, limiting a player's total thinking time. Chess clocks are an important part of tournament chess and speed chess, and are critically important in several chess variants we'll explore. This will open up your eyes to the high-paced, social, and extremely fun nature of recreational chess. Students will immensely enjoy learning and playing these variants, and will be surprised at how much fun chess can be. The course will culminate in a series of informal tournaments among the class.

Requirements/Evaluation: Short paper and final project or presentation. In-class tournament participation

Prerequisites: Prior chess experience

Enrollment Limit: 20

Enrollment Preferences: Please submit a brief statement of your present chess knowledge and experience.

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

STS 250 (F) Environmental Justice (DPE)

Cross-listings: STS 250 ENVI 250

Secondary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: juniors, seniors

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

STS 250 (D2) ENVI 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

Not offered current academic year
STS 370 (F) Campus and Community Health in Disruptive Times  (DPE) (WS)

Cross-listings:  WGSS 371  ANTH 371  STS 370

Secondary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to ‘improve’ community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  PHLH Methods in Public Health  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01  W 1:10 pm - 3:50 pm  Kim Gutschow

SEM Section: 02  Cancelled

THEA 13 (W) Stitch Circle: Knitting as Social Practice

Do you knit? Have you ever wanted to learn how to knit? In this studio course, intended for both beginners and more advanced knitters, students will come together to experience the joy, fun, contemplative practice, and social activity of the stitch circle. Working with The Spin-Off yarn shop in North Adams, students will select an accomplishable project suited to their unique skill level (scarves, hats, blankets, mittens, socks, tea cozies, etc.).

Establishing our class as a knitting circle, we will gain practice as knitters, working towards the completion of our individual projects. But we will also spend time in the circle discussing and learning about knitting as a social practice, one often involving women or historically marginalized social groups. During the term, students conduct independent research on a particular knitting practice, farm, or cultural/regional type of knitting, sharing their discoveries with the group in the form of a brief oral presentation and accompanying poster. Each student will also be responsible for curating a “play list” of music chosen for each circle. At the end of the term, we will share our knitting projects and research with the community by way of a class exhibition. Students should be prepared to spend time knitting outside of class. A field trip to The Spin-Off shop to select and obtain materials is
mandatory. We may also take a field trip to a nearby fiber animals farm and fiber mill to learn about the process of raising animals for wool as well as spinning, carding, dying, and manufacturing wool.

Requirements/Evaluation: Final project or presentation

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: In overenrolled, preference will be given to students with some experience in the creative arts, whether visual or performance based.

Expected Class Size: NA

Grading: pass/fail only

Materials/Lab Fee: $50

Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration  WELL Winter Study Wellness

Winter 2023

LEC Section: 01    TBA     Amy S. Holzapfel

THEA 15  (W)  The Red Nose Clown

The Red Nose clown. This intensive will push students to find their most vulnerable self. To be in front of an audience without their social mask but rather with the smallest mask in theater, the Red nose. The red nose reveals the naive, the idiot, the most evident state of an actor before it starts acting. To be stupid, really stupid, not act stupid is the hardest task for an actor. To be true, to go beyond the "trying to be" but really just be there in front of an audience in the present moment is a gift for any artist. The red nose allows us to see humanity in its most disconstructed state. It makes us laugh, because we are all living off balance trying to keep up with all the bumps along the road and pretending that we've got it all figured it out. The clown doesn't pretend, it tries hard to survive. And somehow that makes us laugh. This intensive will guide you to see and be seen by an audience.

To try to be the best at something even if you're not, to live through the "flop", the failure of success. You will discover your "idiot" and interact with other clowns to create pieces that will be shared with an audience. To make us laugh. Or maybe smile? Or maybe cry... Humanity is so complex and the clown flirts with its intimacy to remind us that it's ok to fall, it's ok to want to be the best, to be pretentious because we care so much. The clown is not ironic. It is sincere... and it is that sincerity that touches us and makes us laugh and understand one another more.

Requirements/Evaluation: Final project or presentation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Theatre majors, prospective Theatre majors

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01    TBA     Emmanuelle F. Delpech

THEA 22  (W)  A Filmmaker's Workshop

This 4 week filmmaking workshop will culminate in screening of 6-8 short films which are written, acted, directed and edited by students. The class is taught by actress Jessica Hecht and her husband director/writer Adam Bernstein . The project was offered in 2019 and accommodated 30 WS students. We would love to offer it once again with a slightly deeper focus on writing and direction. The key to this project is collaboration in the creative process. Each week there will be approx 8 hours of in class time and 10-12 hours of practical work outside of class. The week we shoot (week 3) will be the most demanding. Supplemental reading and film viewing is recommended. We will offer a set of resource materials. The weekly structure is as follows: WEEK ONE: Fundamentals of filmmaking -The Writer's Approach. Our first week allows students to look at several examples of shorts films and experiment with writing prompts and improv exercises to build familiarity with how to structure a story. The week culminates in the formation of groups (4-5 students each) whose interest in a specific area of production has been noted. Scripts will be generated from these groups.
We will read and discuss changes with each group. All students participate as needed but will have more responsibility in one self-chosen area. WEEK TWO: Fundamentals of TV and Film Direction. The skills of screen acting vs acting on stage. As scripts are being refined, participants will be schooled in basic shots, the director's role, and the actor's preparation. Scripts are due by midweek, casting is completed by Friday. WEEK THREE: Shooting a Film. Groups are schooled in the organization of a shoot and the essential jobs of the crew. Films are shot over three days—a Final Pro vs AVID editing workshop completes the week. WEEK FOUR: Completing the Filmmaking Process. Films are edited and music added for the first 3 days of week. A public screening is organized to come.

Requirements/Evaluation: final project or presentation
Prerequisites: one semester of Theatre or Studio Art; you may contact us for consideration if you do not meet that standard
Enrollment Limit: 32
Enrollment Preferences: if the course is over enrolled, Theatre Majors and next Studio Art Majors will take priority
Expected Class Size: NA
Grading: pass/fail only

Unit Notes: Jessica has made over 100 appearances on television series. She's a Tony and Emmy nominated actress having appeared on Broadway a dozen times. Her husband Adam Bernstein is an Emmy award-winning TV director.
Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Requirements/Evaluation: final project or presentation
Prerequisites: one semester of Theatre or Studio Art; you may contact us for consideration if you do not meet that standard
Enrollment Limit: 32
Enrollment Preferences: if the course is over enrolled, Theatre Majors and next Studio Art Majors will take priority
Expected Class Size: NA
Grading: pass/fail only

Unit Notes: Jessica has made over 100 appearances on television series. She's a Tony and Emmy nominated actress having appeared on Broadway a dozen times. Her husband Adam Bernstein is an Emmy award-winning TV director.
Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023
LEC Section: 01 TBA Jessica A. Hecht, Adam Bernstein

THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Cross-listings: AMST 331 COMP 330 THEA 330
Primary Cross-listing
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film, and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafradio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose). Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Button, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins, and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance
Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)
Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses
Not offered current academic year

THEA 341 (S) Performing Masculinity in Global Popular Culture (DPE)
Cross-listings: AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340
Secondary Cross-listing
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how...
does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

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

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

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

AMST 358 (D2) THEA 341 (D1) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01  W 7:00 pm - 9:40 pm  Gregory C. Mitchell

**WGSS 113 (F) The Feminist Poetry Movement** (DPE) (WS)

**Cross-listings:** ENGL 113 AMST 113 WGSS 113

**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

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

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives  ENGL Criticism Courses  EXPE Experiential Education Courses  WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

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**WGSS 26 (W) Community Mobilization in Senegal for Public Health and Economic Empowerment**

This class will take a group of 6 students to Senegal to learn about successes and challenges in grassroots organizing, with a focus on the interrelated areas of public health -- especially Covid and HIV -- women's rights, and economic empowerment, including through cooperatives. We will build on established relationships in Senegal, where the instructor has taken several groups of students since 2006. That country has many lessons to teach, as a majority Muslim culture where women have created and continue to build cooperatively owned enterprises, a West African country that has had a good degree of success fighting Covid and consistently kept the rate of HIV prevalence under 1%, and a diverse culture with a democratic tradition of tolerance, even celebration of ethnic difference. Our hosts, ACI's Baobab Center, have a strong record of working with visiting scholars and students to teach them local languages and orient them to Senegalese culture, as well as a deep and well-respected history of capacity-building work with local groups working on HIV, public health, women's rights, and LGBTQ issues. We will spend our first week in Dakar, the capital, with students doing homestays with Senegalese families. We will attend Wolof classes and lectures on local issues as well as visiting NGOs. In our second week we will move inland to the town of Kaolack, where we will be hosted by the Association pour la Promotion de la Femme Sénégalaise, a 30-year-old group with an extensive record of empowerment of village women through strategies ranging from small-scale credit to popular education and theater.

**Requirements/Evaluation:** A 10-page paper.

**Prerequisites:** Preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment.

**Enrollment Limit:** 6

**Enrollment Preferences:** Preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment. Students applying for the class will be asked to provide the instructor with a statement of purpose.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** $4,845

**Attributes:** EXPE Experiential Education Courses  TRVL Winter Study Travel Course

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**WGSS 347 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358  THEA 341  LATS 341  WGSS 347  SOC 340

**Primary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses
to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AMST 358 (D2) THEA 341 (D1) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

WGSS 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills,
including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to ‘improve’ community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  PHLH Methods in Public Health  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01  W 1:10 pm - 3:50 pm  Kim Gutschow

SEM Section: 02  Cancelled