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: Coastal and Ocean 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 (F) Jazz Theory and Improvisation I

Cross-listings: MUS 105

Secondary Cross-listing

The theory and application of basic harmonic structures and rhythmic language used in jazz performance. An introductory level course to the practice of jazz improvisation. Blues forms, modal compositions, diatonic progressions, secondary and substitute dominant chords, modulations. This is a performance practice course 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. Vocalists and drummers will be encouraged to study the piano; all students will complete jazz-specific piano and percussion lab assignments. 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. performance of exercises and repertoire, analysis) a midterm, a transcription project and the end of semester concert. Jazz piano and drum labs.

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

Enrollment Limit: 12

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

Distributions: (D2)

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

MUS 105(D1) AFR 212(D2)

Attributes: EXPE Experiential Education Courses

Fall 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Kris Allen

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

Cross-listings: WGSS 113 / ENGL 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), 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:

WGSS 113(D2) AMST 113(D2) ENGL 113(D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-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 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

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

Cross-listings: WGSS 347 / LATS 341 / SOC 340 / THEA 341

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, 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; WGSS 202 would be helpful

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

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

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 LATS Comparative Race + Ethnic Studies Electives

Spring 2026

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

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

Cross-listings: ENVI 402

Secondary Cross-listing

In this class you apply your education 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 & county governments to conduct applied research and to develop solutions. Students will learn experientially and contribute to the community. The field of environmental planning encompasses the *built environment (eg:* housing, zoning, transportation, renewable energy, waste, neighborhood design), the *natural environment (eg:* farmland, ecosystems, habitat, natural resources, air and water pollution and climate change), and the *social environment (*eg: spatial geography, racial zoning, recreation, placemaking, ecojustice, food security, and public health). Skills taught include land use planning, community-based research, basic GIS mapping, developing/conducting surveys, interview technique, project management, public presentations and professional report-writing. The class culminates in presentations to the client organizations. Class hours include time for team project work, client meetings and team meetings with the professor. Recent project topics: https://www.williams.edu/environmental-studies/research/environmental-planning-reports/

Class Format: The weekly conference session (1 hour) is dedicated to site visit field trips, team project work, client meetings and team 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 or instructor permission; open to juniors and seniors.

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators, American Studies majors, students with coursework in planning, urban studies and land use.

Expected Class Size: 16

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

Unit Notes: Course fulfills senior seminar requirement for Environmental Studies Majors & Environmental Studies Concentrators. 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 (policy).

Distributions: (D2)

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

AMST 406(D2) ENVI 402(D2)

Attributes: AMST Space and Place Electives ENVI Electives Hum/Arts/Soc Sci (old requirements) ENVI Electives Policy (old requirements) ENVI Electives Social Science/Policy ENVI Senior Seminar EXPE Experiential Education Courses On the Log

Fall 2025

CON Section: 03 R 1:00 pm - 2:00 pm Sarah Gardner

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

CON Section: 02 T 1:00 pm - 2:00 pm Sarah Gardner

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, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2026

SEM Section: 01 W 1:10 pm - 3:50 pm Olga Shevchenko

ANSO 402 (S) Senior Seminar

This capstone seminar combines substantive discussion and individual research. Half of the course will be dedicated to discussion of topics of enduring significance to both anthropology and sociology. Through readings and class discussions of selected publications, we will address current debates, dilemmas, and developments in anthropology and sociology. The other half of the course will be devoted to original individual student projects involving qualitative social science methods (such as participant-observation, archival study, discourse analysis, material culture analysis or ethnographic interviews, among other possibilities). At the end of the course, students will present their projects to the seminar.

Requirements/Evaluation: several short response papers, participation, individual research project (resulting in 20 page paper), and class presentation

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

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2026

SEM Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

ANTH 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 / ENVI 371

Primary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

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: 19

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

Expected Class Size: 19

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:

ANTH 371(D2) STS 370(D2) ENVI 371(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

Not offered current academic year

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 artists' methods and techniques, and hone their observation and examination skills for 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. Students 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 + Atlanta Art Conservation Center (W+AACC) will conduct lectures, practicums, discussions on conservation research literature, and visits to nearby art institutions. Sessions are held at the W+AACC Conservation Center 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. Attendance is required at all sessions in lieu of a final exam (each exam and attendance are weighted at 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

Requirements/Evaluation: attendance is required at all sessions; the course grade is based on three exams given throughout the semester; there is

no final exam

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: graduate students in the history of art, then undergraduate majors in art history or studio art and related disciplines

Expected Class Size: 10

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2026

SEM Section: 01 MR 6:00 pm - 8:00 pm Wendy Kessler

ASIA 320 Food in South Asian History: Society, Culture and Politics

What can a 15th-century sultan's recipe book tell us about power and pleasure in medieval India? How did the search for South Asian spices reshape global trade routes and colonial empires? Why has food become a battleground for identity politics in contemporary South Asia? This course explores the rich and complex history of South Asian cuisine as a window into broader historical forces. We will journey through centuries of evolution--from medieval and early modern foodways to the vibrant fusion cuisines of today's diaspora communities. Through a combination of academic research, hands-on cooking laboratories, and digital humanities approaches, students will examine how food in South Asia has shaped and been shaped by religion, gender, colonialism, nationalism, and globalization. By engaging with diverse sources including historical cookbooks, literary representations, material culture, and oral histories, we will discover how the everyday act of eating connects to profound questions about identity, power, and cultural exchange in one of the world's most diverse regions.

Class Format: This will be a discussion based classed with a lab component

Requirements/Evaluation: Class participation, essays (4-5 pages), 3 food labs, final project

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: History majors

Expected Class Size: 20

Grading:

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

BIOL 211 (F) Paleobiology

Cross-listings: CAOS 212 / GEOS 212

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 research projected presented in

poster form.

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

Enrollment Limit: 24

Enrollment Preferences: sophomores, 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:

BIOL 211(D3) CAOS 212(D3) GEOS 212(D3)

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

Fall 2025

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

LAB Section: 02 T 1:00 pm - 4:00 pm Phoebe A. Cohen

LAB Section: 03 W 1:00 pm - 4:00 pm Phoebe A. Cohen

BIOL 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 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 ($25); the sketchbook ($7) and hand lens ($23) can be self-provided or purchased from the department.

Distributions: (D3)

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

BIOL 220(D3) ENVI 220(D3)

Attributes: ENVI Electives Science EXPE Experiential Education Courses On the Log PHLH Nutrition,Food Security+Environmental Health

Spring 2026

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 3:50 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 3:50 pm Joan Edwards

BIOL 231 (F)(S) Marine Ecology

Cross-listings: CAOS 311

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, multiday field seminars, and a laboratory or field research project

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

Prerequisites: BIOL 101 or GEOS/CAOS/ENVI 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 Williams-Mystic Coastal and Ocean 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:

CAOS 311(D3) BIOL 231(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2025

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

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

Spring 2026

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

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

CAOS 100 (S) Introduction to Weather and Climate (QFR)

Cross-listings: GEOS 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 how fundamental laws of physics determine why air moves and changes, creating the wind, clouds, precipitation, and extreme events that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop an understanding of earth's climate system, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will use weather and climate models to learn how scientists and meteorologists predict future conditions. Labs include benchtop experiments, data analysis projects, and self-scheduled meteorological observations. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly problem sets, lab assignments, midterm exam, and final exam

Prerequisites: none

Enrollment Limit: 60

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

Expected Class Size: 60

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:

CAOS 100(D3) GEOS 100(D3)

Quantitative/Formal Reasoning Notes: This course will have regular problem sets which require substantial quantitative reasoning. Labs will require analysis, presentation, and explanation of quantitative data, and exams will require some quantitative problem solving.

Attributes: ENVI Electives Science EXPE Experiential Education Courses

Not offered current academic year

CAOS 104 (F) Oceanography

Cross-listings: 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: lecture/laboratory; 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, homework, reading-comprehension quizzes, three tests

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

Unit Notes: This course and GEOS 110 Oceans and Society cannot both be taken for credit.

Distributions: (D3)

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

GEOS 104(D3) CAOS 104(D3) ENVI 104(D3)

Attributes: ENVI Electives Science EXPE Experiential Education Courses

Fall 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Taylor Rowley

LAB Section: 02 M 1:00 pm - 3:00 pm Taylor Rowley

LAB Section: 03 W 1:00 pm - 3:00 pm Taylor Rowley

CAOS 110 (F) Oceans and Society

Cross-listings: GEOS 110 / ENVI 109

Secondary Cross-listing

Oceans impact society in many ways: they provide much of our protein, they hide untapped mineral wealth, their circulation regulates global climate, they transport and accumulate our plastic garbage, marine storms batter coastal infrastructure, and sea-level rise threatens communities. However, despite the oceans' importance throughout history--for trade, as a source of food, and because of their unpredictable dangers--we know shockingly little about them. More than 6000 people have reached the summit of Everest, Earth's highest elevation; but only 22 have visited Challenger Deep, the deepest point below the ocean surface. We have mapped the surfaces of Mars and Venus in far more detail than the topography of Earth's ocean basins. New marine organisms are discovered regularly. And we still don't fully understand the complex details of how ocean and atmosphere work

together as the planet's climate engine. In this course, you will examine ocean science themes with direct societal relevance that are also at the forefront of scientific investigation. Topics will be selected based on current events, but are likely to include deep sea mining, meridional overturning, sea level rise, atmospheric rivers, and aquaculture. By taking focused dives into a range of subjects you will learn about the evolution and operation of the ocean as a physical and geological system as well as investigating the intersections between ocean functions, climate change, and human societies. Exercises and discussions will foreground active learning. A field trip to the Atlantic coast will integrate experiential investigation of the intersection between coastal change, extreme weather, and communities. The aim is to have energised interdisciplinary discussions about topics of pressing societal relevance, to understand some of the fundamentals of ocean science, to develop expertise in gathering and distilling information by researching new topics, and thereby to improve critical and analytical thinking.

Class Format: Two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast.

Requirements/Evaluation: Evaluation is based on engagement with in-class activities, six graded lab exercises, four short writing/research assignments, and a five-page term paper

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: First year and second year students

Expected Class Size: 60

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

Unit Notes: This course and GEOS 104 Oceanography cannot both be taken for credit.

Distributions: (D3)

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

GEOS 110(D3) CAOS 110(D3) ENVI 109(D3)

Attributes: CAOS Interdepartmental Electives ENVI Electives Science EXPE Experiential Education Courses

Not offered current academic year

CAOS 210 (F)(S) Oceanographic Processes

Cross-listings: GEOS 210

Primary Cross-listing

Part of the Williams-Mystic Coastal and Ocean Studies Program, Oceanographic Processes examines the science of coastal and open ocean environments, and provides an introduction to oceanography. As you critically examine and discuss subjects such as sea-level rise, land loss, global climate change, coastal processes, carbon and nutrient cycling, pollution, ocean acidification, and ocean circulation, you will continue to pinpoint how these topics inform the human relationship with the sea. You will also be able to contextualize modern oceanography with paleoceanography - illustrations of past oceans and climate that we can learn from the geological record. Central to Oceanographic Processes is a curiosity to how fundamental physical, geological, chemical, and biological processes interact to create the ocean environments that we experience. Independent research forms the core: students design their own projects, conduct fieldwork, and investigate the ocean across a variety of dynamic coastal and nearshore environments near Mystic, including Atlantic beaches, intertidal mudflats, salt marshes, Fisher's Island Sound, and the Mystic River Estuary. These research projects allow students to develop their skills in original data collection, data analysis, and scientific writing. Williams-Mystic field seminars and field trips are a crucial complement to the course: we observe and discuss issues related to coastal oceanography and global climate with communities along the New England coast and on the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Includes a field and/or laboratory-based research project. Field seminars include place-based discussions relating local observations to the global ocean. Mini-symposia involve student research and discussion.

Requirements/Evaluation: An independent research project, data-based exercises, mini-symposium and field seminar participation.

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 Williams coastal campus at the Mystic Seaport Museum. 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) CAOS 210(D3)

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

Fall 2025

LAB Section: 02 R 1:00 pm - 4:30 pm Lloyd B. Anderson

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

Spring 2026

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

CAOS 212 (F) Paleobiology

Cross-listings: BIOL 211 / GEOS 212

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 research projected presented in poster form.

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

Enrollment Limit: 24

Enrollment Preferences: sophomores, 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:

BIOL 211(D3) CAOS 212(D3) GEOS 212(D3)

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

Fall 2025

LAB Section: 02 T 1:00 pm - 4:00 pm Phoebe A. Cohen

LAB Section: 03 W 1:00 pm - 4:00 pm Phoebe A. Cohen

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

CAOS 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: 24

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) CAOS 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 Foundational Science ENVI Electives Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Spring 2026

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

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

LAB Section: 03 W 1:00 pm - 4:00 pm Mea S. Cook

CAOS 255 (F) Environmental Observation

Cross-listings: GEOS 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

Distributions: (D3)

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

CAOS 255(D3) GEOS 255(D3)

Attributes: Data Science ENVI Foundational Science ENVI Electives Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

CAOS 311 (F)(S) Marine Ecology

Cross-listings: 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, multiday field seminars, and a laboratory or field research project

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

Prerequisites: BIOL 101 or GEOS/CAOS/ENVI 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 Williams-Mystic Coastal and Ocean 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:

CAOS 311(D3) BIOL 231(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2025

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

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

Spring 2026

LEC Section: 01 TR 10:30 am - 11:45 am Tim J. Pusack

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

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

Cross-listings: PSCI 319 / ENVI 351

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.

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: 24

Enrollment Preferences: must be enrolled in Williams-Mystic Coastal and Ocean Studies Program in Mystic, CT

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:

CAOS 351(D2) PSCI 319(D2) ENVI 351(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 Electives Policy (old requirements) ENVI Electives Social Science/Policy EXPE Experiential Education Courses POEC Depth

Fall 2025

SEM Section: 01 F 9:00 am - 12:00 pm Linsey E. Haram

Spring 2026

SEM Section: 01 F 9:00 am - 12:00 pm

CAOS 352 (F)(S) American Maritime History: A History of American Coastal and Ocean-Going Communities (DPE) (WS)

Cross-listings: ENVI 353 / HIST 352

Primary Cross-listing

This course explores the people who lived along America's coasts, who sailed its waters, and whose labors on land and sea shaped their community's lives and livelihoods. We cover centuries (seventeenth-twentieth) and oceans as we delve into these experiences, and in doing so discuss issues ranging from colonization, dispossession, and war, to food, healing, and sexuality. We will also consider the strategies scholars use to explore these experiences, including those whose lives left scant "traditional" primary sources behind. 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:

ENVI 353(D2) HIST 352(D2) CAOS 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 Indigenous 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 Electives Culture/Humanities ENVI Electives Hum/Arts/Soc Sci (old requirements) EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2025

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

Spring 2026

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

CCE 11 (W) Investing in a Real Fund

We will use financial fraud as an entryway into the world of investing. Through the lens of how bad actors have tricked markets, we will learn how to analyze firms and stocks with a bit of a cautious eye. The focus of the course is to learn how to analyze and value a company. Along the way, we'll touch on a host of topics: basic financial accounting, investment instruments, corporate capital structure, equity and fixed income markets, derivatives, market efficiency, behavioral finance, and non-financial drivers (ESG, etc.) to arrive at a sound base of securities analysis. We'll conclude with student pitches for stocks we will buy (or not) in the fund we manage. And while we will employ a classic textbook, we'll also read about true financial frauds that are just jaw-dropping. (Students will read a couple chapters of the textbook and one ~250 page easily-read fraud each week. This course is designed for students with anywhere from no experience in investing to a moderate amount.) NB: This course has a lot of reading and work outside of class; none of it is too challenging but we've a lot to cover in a short time. Interested students should apply by October 25. Applications for all CCE Courses can be found here: https://airtable.com/appLN37taapdMaZ7V/shrzUn85G4OUycgXc

Requirements/Evaluation: The final presentations are team-based exercises, but I expect students to come to class prepared and to talk and think and debate. One of the things we're teaching here is the ability to engage in discussion in a civil, genteel manner.

Prerequisites: None

Enrollment Limit: 24

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: David '90 P'20, a Founding Partner of Triangle Peak Partners, a venture capital firm, graduated from Williams with Honors in Mathematics. He worked for Bain & Co., MAC Group, and Fayez Sarofim & Co. He also holds an MBA from Stanford University.

Materials/Lab Fee: $214

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CCE 12 (W) Designing Ideas for Campus and the Local Community

Want to make a difference? Join us for a hands-on course where you'll learn to identify real-world problems, brainstorm innovative solutions, and bring your ideas to life. We'll explore topics like design thinking, entrepreneurship, and community-centered design. This isn't just about theory; you'll get to work with local communities, conduct interviews, collaborate with others, build prototypes, and pitch your ideas to potential investors. We will collaborate on group projects, feature guest speakers such as local community stakeholders and alumni, and go on trips to hot-spots for local creativity and innovation. This course is perfect for students who are passionate about social impact and making a difference, exploring their entrepreneurial potential, or simply developing valuable problem-solving skills. Let's work together to solve problems on campus and in the community, and to create a more sustainable and equitable future! While the priority deadline is October 25, applications will continue to be accepted on a rolling basis. Applications for all CCE Courses can be found here: https://airtable.com/appLN37taapdMaZ7V/shrzUn85G4OUycgXc

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Students will complete a brief application to express interest and commitment to this course: https://airtable.com/appLN37taapdMaZ7V/shrzUn85G4OUycgXc

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Hope is the Director of Entrepreneurship and Innovation, and is an entrepreneur, business coach and consultant. She is passionate about the transformative impact that entrepreneurship can have for individuals, communities, and the economy. Carolyn Clayton joined the '68 Center to support the advising and entrepreneurship teams in early 2024. Carolyn runs an artist residency program, Walkaway House, in North Adams.

Materials/Lab Fee: $150

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CCE 13 (W) INFLUENCE®, Venture Capital and Entrepreneurship: An Intensive Ventureship

INFLUENCE® as an investment method for start-ups: a hybrid course melding principles in economics, sociology, and psychology, this intense program examines core venture capital structures, brand development, and social priming through social media influencers and applies them to create a new company where INFLUENCE drives growth and value. Students will act like venture capitalist and founders. Over the past four winter studies we created four companies, reviewed investment term sheets and evaluated the nature of venture funding. The London Fund's proprietary Lal Toofan methodology and investment approach help students develop a start-up, its business plan, and a venture capital presentation. Celebrity influencers, investors and seasoned entrepreneurs will contribute to the class lectures. Out-of-class work includes competitive research on investments, financial modeling, and social network browsing. Interested students should apply by October 25. Applications for all CCE Courses can be found here: https://airtable.com/appLN37taapdMaZ7V/shrzUn85G4OUycgXc

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Founder, The London Fund. Serial entrepreneur. Managed two $1B+ VC and PE funds. Four IPOs by 27. $2B in exits. Seven patents. Presidential Task Force while at the CIA. Held every CxO title (except COO). BA, Williams College

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CCE 14 (W) The Business of Healthcare (Beyond the Doctor's Office)

Imagine going to get a flu shot. You might think that the businesses involved in that transaction are just your doctor and insurance company, but in actuality, that transaction involves more than a hundred different businesses all touching parts of the care process. This course will dive into the complexity of the healthcare industry, covering the major types of organizations in the healthcare industry - not just doctors, pharmaceuticals companies, and insurers, but also the thousands of companies that sell to them. Students will read and discuss each of the major sub-industries, and

the final project will be a market analysis for an individual healthcare company.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Sarah Rowe '13 has spent the past ten years leading teams at healthcare startups. She's currently a consultant for several seed stage startups and is the founder of a stealth startup.

Materials/Lab Fee: $40

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

CCE 16 Early Stage Entrepreneurship: From Idea to Validation

Ever had an idea for a product or service that could change the world (or at least your corner of it)? This intensive, hands-on Winter Study course provides a crash course in the exhilarating, messy, and ultimately rewarding process of early-stage entrepreneurship. Forget theoretical business cases; we're diving headfirst into the real world. In teams of 3-5, you'll pursue a real business idea, moving from initial concept to validated market opportunity in just four weeks. This course emphasizes practical application: you'll conduct rigorous market research, learn to identify and understand your customer, and test your assumptions through real-world interactions. Expect to spend significant time outside the classroom, doing market research, engaging with potential customers and industry experts. While we'll provide a framework for future venture development, the focus here is on rapid learning, iteration, and validation. This is not a simulation; it's a launchpad for your entrepreneurial spirit.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: Students from all majors, concentrations and areas of interest are welcome. Teams will be selected based on their application, and if needed decisions will be based on seniority.

Enrollment Limit: 24

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Dan is a Williams alum, MBA, and Silicon Valley entrepreneur and executive with 35+ years of experience building and selling successful businesses. Hope is the Director for Entrepreneurship and Innovation, MBA, entrepreneur and business coach.

Materials/Lab Fee: $100

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CCE 17 Independent Clinical Experience in Healthcare

Experience in a healthcare environment is essential for applying to post-grad professional schools (MD, DO, DVM, DMD, PA, NP, etc) . Through this independent course, students can expand their understanding of the rewards and challenges of their chosen healthcare profession. Students will gain experience by shadowing providers in a healthcare setting, volunteering in a patient-care environment, or gaining experience in a clinical internship. Shadowing provides students a chance to observe clinical interactions and to learn about the systems within which healthcare is delivered. Volunteering in a clinic or patient-care environment allows students to develop skills working with patients directly in a clinical setting. This course encourages participants to reflect on their experiences with a dual focus: from the perspective of the provider-patient relationship and within a systems-level context. By the end of the course, students will demonstrate a greater understanding of patient-provider interactions, clinical diagnosis, and/or factors affecting the health of individuals and communities. They will keep a journal and write a final reflective paper. Students will self-source their shadowing or volunteering internships in a geographic area outside of the local area, where they have housing and transportation. This course best suits students who have begun exploring healthcare and seek meaningful experience. Application with a proposal is required.

Requirements/Evaluation: Paper(s) or report(s)

Prerequisites: Open to sophomores and above.

Enrollment Limit: 50

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Director of HP advising at Williams

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CCE 18 Careers in Clean Energy & Sustainability

"Careers in Clean Energy & Sustainability" offers an engaging introduction to the global energy landscape and sustainability efforts shaping the future. The course explores key trends in renewable energy, energy efficiency, and environmental stewardship while providing an overview of global energy production systems. Students will learn about diverse career opportunities in these fields and gain practical insights into the skills and experiences needed to succeed. Through readings, discussions, and guest speakers, participants will leave with a clearer understanding of how to align their academic and professional goals with impactful work in clean energy and sustainability.

Requirements/Evaluation: Presentation(s)

Prerequisites: If overenrolled, will prioritize by seniority and students with demonstrated interest in sustainability, energy, and/or environmental studies. No previous coursework required

Enrollment Limit: 15

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading:

Unit Notes: JJ and Liz are Williams alumni and worked together at a cleantech start-up, EnergySavvy. Liz now leads carbon measurement technology at Amazon, and JJ now leads deployment of AI-enabled sustainability solutions at AZX.

Materials/Lab Fee: $130

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CCE 19 (W) Exploring Healthcare

This course is designed for students beginning to explore a career in 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 healthcare profession. (Medina, Nursing, PA, Dental, Veterinary, Public Health, Etc.) This seminar course includes some outside experiential learning. Students will participate in discussions, panels, and events with healthcare practitioners. Students will also have the opportunity to gain up to 30 hours of shadowing experience through local placement in a healthcare setting. Shadowing provides students a chance to observe clinical interactions and to learn about the systems within which healthcare is delivered. 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 panels will expose students to broader perspectives in healthcare, preparation for health professions programs, and more. By the end of the course, students will demonstrate a 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: Paper(s) or report(s)

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: This course is team-taught by Sharon Gonzales, Ann Marie Swann and Marc McDermott. Sharon Gonzales is the Director of Health Professions Advising at Williams College. Ann Marie Swann '91, Georgetown School of Medicine '98, completed her combined residency in Internal Medicine and Pediatrics at Baystate Medical Center. She has been working as a Hospitalist at Southwestern Vermont Medical Center since 2005, and

enjoys mentoring students interested in medicine.

Materials/Lab Fee: $185

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CCE 21 (W) Career Exploration: Winter Study Internships!

Internships amplify academic learning, empower professional development, and increase students' career options. This course 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 & more! Students have the option of applying to the designated WS internships posted on Handshake, or submitting self-sourced WS internships. Each student will intern for 5 days per week working on project(s) for 3 1/2-4 weeks. Williams College Alumni/Parents and other employers will be recruited as Winter Study (WS) Internship Employers and create meaningful projects/experiences during the month of January. It is expected that our WS Employers 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. In January, 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. If you are an F1 Student, CPT is required for this course. Please submit your internship offer and information to the International Student Portal https://internationalportal.williams.edu/Each student will intern for 5 days per week working on project(s) for 3 1/2-4 weeks. If you are an F1 Student, CPT is required for this course. Please submit your internship offer and information to the International Student Portal https://internationalportal.williams.edu/ In January, 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; and what they have learned about themselves within a professional environment. More information can be found here: https://careers.williams.edu/winter-study-internships/#spec-21-requirements

Requirements/Evaluation: Other: 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, and responding to three questions (one per week) posted to the CCE 21 Winter Study Internship Discussion Group.

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 CCE 21 syllabus or self-sourced WS internships.

Enrollment Limit: 250

Enrollment Preferences: 1st priority- Designated CCE 21 internships posted on Handshake-WS Internship Employers 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

Unit Notes: Since August 1996, I've worked at the '68 Center for Career Exploration in various roles. Currently I manager our Signature Internship Programs the Alumni Sponsored Internship Program (ASIP) and CCE 21 Career Exploration: Winter Study Internships!

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CCE 30 (W) EMT Training

This course will prepare students for the National Registry of Emergency Medical Technicians (NREMT) certification, a first step toward applying for state licensure. Upon successful completion of this course and the Commonwealth of Massachusetts Psychomotor (Practical) Examination, students are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) computer-based cognitive exam. Please note that this course requires an intensive time commitment both in the classroom and for self-study. CCE 30 is a full-time commitment. Classes will be held Tuesdays and Thursdays from 9 a.m. to 3 p.m. and there will be a significant amount of required work to be completed outside of class. If you're interested in registering, please fill out an Application Form: (To be shared at a later date.) The priority deadline to apply is October 25th, 2025. There is a $1,400 cost associated with this course, if this is a barrier to entry for you we will work with financial aid to find a way for you to participate. Those who have a strong interest in healthcare and would actively utilize this training are encouraged to apply.

Requirements/Evaluation: Other: course examination

Prerequisites: Open to all class years. All participants must be 18 years of age or older. It is recommended that those who apply have a strong interest in healthcare and actively plan to utilize this training.

Enrollment Limit: 30

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Adam O'Neil, BS, NRP, I/C - Deputy Chief of Administration at Northern Berkshire EMS.

Materials/Lab Fee: $1400

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

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.

Requirements/Evaluation: Creative project(s)

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Lottery

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: $233

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

Not offered current academic year

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: 10

Grading: pass/fail only

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

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

Not offered current academic year

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 or equivalent assignment

Prerequisites: Completion of a Chemistry introductory level course 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

Not offered current academic year

CHEM 22 (W) Introduction to Research in Environmental Science and Chemistry

An independent experimental project in environmental science is carried out in collaboration with a member of the Chemistry Department or ENVI Program. Current projects include A) Quantifying microplastic pollution in sediment samples collected along Coastal Massachusetts. Students involved in this work will learn techniques involved in isolating plastics from complex mixtures, identifying microplastics using a combination of light and scanning microscopy, and characterizing the plastic using FT-IR and RAMAN spectroscopy. B) Measuring the degradation kinetics of atmospherically relevant hydroxynitrate species in organic aerosol. Students involved in this work will learn techniques involved in organic synthesis and reaction monitoring by NMR and GC-MS.

Class Format: mornings

Requirements/Evaluation: a 10-page written report

Prerequisites: variable depending on the project; ENVI 102, CHEM 100, or CHEM 101 and permission of the instructor and department. Interested students must consult with the faculty instructors before electing this course.

Enrollment Limit: 5

Enrollment Preferences: expression of student interest

Expected Class Size: 5

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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 laser spectroscopy of metal-containing molecules, theoretical modeling of electronic and vibrational structure of molecules, and computer modeling of non-linear/chaotic chemical and biochemical systems.

Requirements/Evaluation: 10-page paper or equivalent lab project

Prerequisites: Completion of a Chemistry introductory level course 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: 3

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

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

BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, Lanesborough, and Pownal Elementary schools in a science teaching workshop. Elementary school students will breed fish at the school and then study their development and pigmentation for 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. 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 teaching hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools. Time commitment: Week 1-approximately 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, & 4 - approx. 3 hours per day, TBD, depending on elementary school schedules during the regular school day between 8:30 am and 3:00 pm.

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Dr. Martha Marvin is a Neuroscience lecturer and zebrafish researcher. Renee Schiek is Lanesborough Elementary Outreach Administrator for CLiA Education Outreach. Jennifer Swoap is CLiA Associate Director, Dir. for Local K-12 Education Outreach.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration TEAC Teaching Sequence Courses

Not offered current academic year

CLIA 15 (W) Exploring K-12 Education in the Berkshires (Elementary School Experience)

Are you interested in working with elementary school students? Curious about a career in education or eager to gain experience in a classroom setting? Spend your Winter Study making a meaningful impact in our local schools! In this immersive course, you'll spend 15 hours per week actively engaging with K-6 students and teachers while gaining insights from school administrators. The experience will culminate in a final written essay or project, giving you the chance to reflect on your learning. Transportation will be provided.

Requirements/Evaluation: Paper(s) or report(s); Creative project(s)

Prerequisites: None

Enrollment Limit: 6

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Sarah Brill works as theAssistant Director of Elementary School Outreach at Williamstown Elementary School and is the Coordinator of the WES Science Lab. Sarah facilitates the placement of 50+ Williams students and teaches 300 + labs annually.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CLIA 17 Exploring K-12 Education in the Berkshires (Middle and High School Experience)

Are you interested in working with middle and high school students? Curious about a career in education or eager to gain experience in a classroom setting? Spend your Winter Study making a meaningful impact in our local schools! In this immersive course, you'll spend 15 hours per week actively engaging with K-12 students and teachers while gaining insights from school administrators. The experience will culminate in a final written essay or project, giving you the chance to reflect on your learning. Transportation will be provided.

Requirements/Evaluation: Paper(s) or report(s)

Prerequisites: None

Enrollment Limit: 6

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Tara Olney is the Assistant Director of Middle and High School Outreach for the Center for Learning in Action (CLiA). Her work is focused on connecting Williams students to local schools for volunteer and paid experiential opportunities.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CLIA 21 (W) INTRODUCTION TO ENGAGED SCHOLARSHIP

This course enables students to learn the theory and practice of community-engaged scholarship while engaging in a small partnership project with a community organization or initiative. Engaged scholarship is understood as mutually beneficial learning partnerships between higher education institutions and community entities addressing pressing social and civic issues. Through brief readings, class discussions, and meetings with community partners, students will learn the history and context of engaged scholarship, explore the ethical, political, and cultural issues associated with this work, and improve their understanding of the Berkshires and town/gown relations. Through their project work supported by the Center for Learning in Action, students will learn how to navigate the simultaneous challenges of engaging as learners, collaborators, knowledge co-creators, and social change agents.

Requirements/Evaluation: Creative project(s)

Prerequisites: None

Enrollment Limit: 8

Enrollment Preferences: Students will be invited to submit a statement of interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Paula Consolini serves as the Adam Falk Director of the Center for Learning in Action, where she leads a team supporting community-engaged work. She earned her doctorate in Political Science from the University of California, Berkeley.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

CLIA 22 (W) LIFT: Learning Intervention for Teens

This mentorship-based course pairs Williams students with teenagers involved in the Berkshire County juvenile justice system, usually due to truancy. LIFT is an official Commonwealth of Massachusetts probation diversion program. Sponsored by Pittsfield Chief of Police Mike Wynn '93 and Professor Cheryl Shanks, the course is entirely run by Williams students who have previously served as mentors. Williams students provide positive mentorship, helping the teens envision, construct, and present an independent, educational project of the teen's choosing. Past projects have ranged from 3D printing Mike Tyson's glove to how to cook the perfect steak to utilizing the music recording studio to assessing the performance of NBA players before and after injury. The project and other course activities aim to cultivate initiative, creativity, focus, and skills in goal-setting, research, and communication, to show teens that school can empower them and not just be another form of incarceration. 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, police chiefs, district attorneys, the teens' peers and families, faculty, and community members. Williams students are expected to attend training, meet with their teens three times a week, and co-facilitate a final presentation. Because LIFT is an after-school program, this course meets Tuesday through Thursday from 3:30-5:30 pm. Williams students will additionally meet on Mondays from 4:00 to 5:00 pm in a "mentors-only" meeting to report their progress and share their experiences. Absences cannot be accommodated; the teens cannot be let down. Williams students will undergo training as well as a criminal background check. To apply, please fill out the linked Google Form and register on PeopleSoft. The student leaders, Kiara Muñoz Diaz and Sophia Nogueira,will select the applicants, with some advice from the deans' office and course sponsors. (All must be Covid-vaccinated and agree to a background check to participate. These are mandated by the state and require Social Security Numbers -- lack of a SSN may, unfortunately, prevent you from participating in the program.) Applications are due on October 21st at 11:59 pm. Selected mentors will be

notified via email by November 4th. Please reach out to Kiara Muñoz Diaz (km32) or Sophia Nogueira (snn2) with any questions or concerns! Link to the application: https://forms.gle/x9ngWXQ71kywAj28A

Class Format: The group meets as a whole; additionally, pairs meet separately. At times this is in a classroom, at other times, the library or makerspace or studio.

Requirements/Evaluation: Successful mentorship throughout the term, contribution to the mentors' log, and final joint presentation.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Students will be evaluated based on a statement of application.

Expected Class Size: 10

Grading: pass/fail only

Unit Notes: Mike Wynn just retired as the Chief of the Pittsfield Police Department. He graduated from Williams in 1993.

Attributes: EXPE Experiential Education Courses

Not offered current academic year

CLIA 24 (W) Class of 1959 TeachNYC Urban Education Program

The Williams Class of 1959 Teach New York Program is a fantastic Winter Study Course which gives students an opportunity to teach in challenging K-12 urban school settings. Each year between up to eight sophomores, juniors and seniors participate in this intense experience that takes them worlds away from the traditional college classroom setting. Students use the program as an opportunity to explore their interest in different areas education-teaching, policy, pedagogy, reform- while also having a three week adventure in one of the greatest cities in the world. In the end, students return from this experience with a greater appreciation for the complex world of urban education as well as the daily challenges that teachers and under-resourced students face on a daily basis. Students are matched with an elementary, middle or high school classroom and subject area of their interest. They spend weekdays working closely with a mentor teacher. Depending on their interest level, they will tutor individual students and groups, create lesson plans, lead discussions and even teach a subject if they desire. While in New York, the group convenes for weekly dinner meetings where they process their experience with teachers, principals and experts in urban education. These events are hosted by Program Director Tracy Finnegan.

Requirements/Evaluation: Paper(s) or report(s); Creative project(s)

Prerequisites: Students should show a genuine interest in education, whether it be policy, teaching, or reform. This is an intense winter study course. Students should be ready to show up at their respective schools M-F, on time & ready to work hard and have fun!

Enrollment Limit: 8

Enrollment Preferences: Interview and seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Tracy directs the Class of 1959 TeachNYC Winter Study Program, developing New York City public school teaching & policy placement opportunities. Tracy mentors & guides the students during their school NYC internship.

Materials/Lab Fee: $500

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration TEAC Teaching Sequence Courses

Not offered current academic year

COGS 10 Minds, Monkeys, Madness, and Machines

The primary text for this course will be [Minds, Monkeys, Madness, and Machines] (in preparation), authored by the instructor. Carefully selected excerpts will be provided digitally and will form the foundational framework for the course, integrating key themes in neuroscience, artificial intelligence, philosophy, and ethics. Students can expect to spend approximately 3-5 hours per week on reading, in keeping with Winter Study guidelines. Emphasis will be placed on depth over breadth, with close and careful reading encouraged. Supplementary and Optional Readings for Deeper Exploration Books, articles, and chapters will be provided for students who wish to explore particular topics in greater depth. These readings are not required but may serve as useful references for discussions and final projects. All materials will be made available digitally through a suitable online platform (e.g., Moodle or Google Drive). Students will not need to purchase additional materials. Books include: Koch, Christof. [The Feeling of Life Itself: Why Consciousness Is Widespread but Can't Be Computed]. Cambridge, MA: MIT Press, 2019; Damasio, Antonio. [Descartes' Error: Emotion, Reason, and the Human Brain]. New York: G.P. Putnam's Sons, 1994; Tegmark, Max. [Life 3.0: Being Human in the Age of Artificial Intelligence]. New

York: Alfred A. Knopf, 2017; Wallach, Wendell, and Colin Allen. [Moral Machines: Teaching Robots Right from Wrong]. New York: Oxford University Press, 2009

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Creative project(s)

Prerequisites: Students interested in topics at the intersection of neuroscience, artificial intelligence, and philosophy are encourage to apply.

Enrollment Limit: 25

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading:

Unit Notes: Charles A. Kaufmann is a psychiatrist, neurobiologist, and educator whose career at NIMH, Columbia, and MIT has spanned molecular psychiatry, AI applications in neuroscience, and the philosophy of mind.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

COMP 14 The City in Ukrainian Literature

Ukrainian literature has always been interested in the city. Kyiv, whose roots reach back to the 5th century, has survived significant transformations over the course of history between changes in empire, rapid modernisation, and numerous revolutions. We will consider how these changes are depicted in some central works of Ukrainian literature. In this course, we will read Valerian Pidmohylny's 1928 novel, *The City*, alongside Mykhailo Kotsiubynsky's short story *Intermezzo* to explore modernist ambivalence toward the city. We will continue with excerpts from Anastasiia Levkova's Crimean novel, *There is a Land Behind Perekop*, to discuss questions of centre and periphery. A comparative reading with Lyuba Yakimchuk's 2015 poetry collection, *Apricots of Donbas*, will help us consider how the Russo-Ukrainian War, which began in 2014 with Russia's illegal annexation of Crimea, has changed cityscapes across Ukraine. Students are encouraged to seek comparisons with other modernisms and cities across traditions and to link their own research interests to their study of Ukrainian literature. Translation sessions and Ukrainian language readings will be available. Entering into the third year of Russia's full-scale invasion of Ukraine, with the U.S.'s support of Ukraine's fight for sovereignty becoming ever more conditional, this course will allow students to engage in the cultural preservation of a rich literary tradition that continues to come under threat of destruction.

Requirements/Evaluation: Presentation(s); Performance(s); Creative project(s)

Prerequisites: No prerequisites; a knowledge of Ukrainian is useful, but not necessary.

Enrollment Limit: 12

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Jemma Paek is a PhD candidate at Harvard University's Department of Slavic Languages and Literatures, with research interests in Ukrainian literature and culture, and medieval and early modern visual culture.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

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: Presentation(s); Creative project(s)

Prerequisites: CSCI 134 or equivalent programming experience

Enrollment Limit: 10

Enrollment Preferences: Major/concentration/special interest

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

Not offered current academic year

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 critically read research papers and to find relevant related work. They will also learn about experimental design and data visualization. Students will apply these skills in the context of a specific research paper, recreating some of the data collection, analysis, and data visualization from that paper. A flipped classroom approach will be used, with students watching recorded videos outside of class in preparation for in-class discussions and activities. Students will create a written research project proposal that describes how they plan to extend the research paper to answer a different question, including describing how the existing experimental framework would need to be modified and what experiments would need to be conducted. Assessment will be based on this written project proposal and an in-class oral presentation of that proposal. Students will be encouraged to work on the final project in small groups. The course will also discuss how to find and apply for computing research experiences. Students with limited or no computing research experience will be given priority.

Class Format: Students will be expected to watch short pre-recorded videos in advance of in-class discussions and practice activities. Meeting times will be shortened to reflect this outside preparation time.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: Students should have successfully completed Computer Science 104, 134, or some similar computing experience. Some familiarity with the Python programming language will be advantageous as it is used to recreate the papers' experiments.

Enrollment Limit: 15

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Not offered current academic year

CSCI 20 How Does the Web Work?

How do websites on the internet work? Although many of the most popular websites are powered by sophisticated technology, you might be surprised to learn that none of that is necessary if all you want to do is have your own website. Making your own site is easy, fun, and delightfully inexpensive. In fact, anyone can learn how to make a simple website with less than a day's worth of training. This course covers the basics of web design using the HTML and CSS markup languages. Students will learn firsthand how the web works, by building and configuring a web server themselves. Along the way, students will be exposed to the UNIX command-line, a method of working with computers favored by computer professionals. Classes will prioritize hands-on learning in a computer lab setting, and the class will take a field trip to one of the college's network data centers. The final project will be a personal website of a student's own design, self-hosted on computer hardware they set up themselves. This course is intended for students having no prior programming experience. Priority will be given to first- and second-year students with no pre-existing coursework in computer science. If you've avoided computer- or science-related classes because you're "not a technical person," this course is for you!

Requirements/Evaluation: Creative project(s)

Prerequisites: Priority will be given to first- and second-year students with no pre-existing coursework in computer science (ie, inverse seniority).

Enrollment Limit: 18

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading:

Materials/Lab Fee: $135

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

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 may 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 STUX Winter Study Student Exploration

Not offered current academic year

ECON 15 (W) Introduction to Management Consulting

Are you curious about the world of management consulting and how consultants make a difference in the business world? ECON15 offers a comprehensive introduction to the management consulting industry, preparing students who are considering joining a management consulting firm post-Williams. This course provides real-world insights into what strategy consultants do and how they help corporations and private equity firms solve complex business problems. We will overview the complexities of developing successful business strategies and familiarize students with common frameworks used by consultants. Additionally, students will gain hands-on experience with essential tools and methodologies used by strategy consultants, including market analysis, competitive evaluations, customer insights, and financial analysis. The course also offers valuable tips on securing a job in management consulting, including mastering the case interview process. A final project involves collaborating in small groups to create and deliver a consulting presentation for a real business in need of a growth strategy. Whether you are considering starting your career in management consulting or simply want to understand the strategic drivers behind successful businesses, ECON15 provides the practical knowledge and skills to help you succeed.

Requirements/Evaluation: Presentation(s); Other: Class participation and homework

Prerequisites: If the course is over enrolled, students will be asked to address a few short questions germane to their interest in the course, and I will make the final selection.

Enrollment Limit: 25

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Peter McKelvey '86 is the former President of the Americas Region of L.E.K. Consulting, a global management consulting firm. He was with L.E.K. for 29 years and has extensive experience in corporate strategy development and mergers & acquisitions.

Materials/Lab Fee: $45

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 22 (W) Volunteer Income Tax Assistant

This experiential course provides students with the opportunity to explore public policy through training and service 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 will progress through the self-paced, online IRS VITA Link and Learn tax preparer training and testing program that leads to certification, primarily outside of class. Class sessions will include a mix of: (1) Hands-on practice sessions: students will work in groups to become comfortable

with the process of meeting with clients, preparing tax returns in the VITA software, and reviewing each other's returns. (2) Guest lectures by Economics faculty members, offering a brief overview of the U.S. income tax and its history; its relationship to U.S. social policy, especially as regards lower-income households; and other aspects relevant to VITA work, with class discussion. (3) A Q and A session featuring guests from local social service organizations and the community, to help orient students to the issues facing low-income families in the northern Berkshires. However, the most important element of the course will happen outside of class, during the last week of Winter Study, when we will apply our skills as volunteer tax preparers. This course satisfies the Experiential Education Requirement for the Political Economy Major.

Requirements/Evaluation: Other: Attend and participate in class. Complete IRS tax modules and pass certification exam. Serve as a volunteer tax preparer for local BCAC clients. A 10-page analytic essay may be substituted for volunteering in exceptional circumstances only.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Aimee Reische has volunteered alongside students in Purple Valley VITA since 2018. She worked in contract and grant financial management at U. Michigan and U. Iowa engineering for ten years. She earned her MS in Geology from the Univ. of Michigan.

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ECON 26 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis

Cross-listings:

Secondary Cross-listing

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 in a 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 policies. Students will learn to apply these methods to analyze public policies and interpret findings. The course examines measurement issues, analytical tools and their application to household survey data. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the policy environment may result in the implementation of second-best options. This is a hands-on modeling course, and students will build and use a micro-simulation model for a country of their choice. 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: Major/concentration/special interest

Expected Class Size: NA

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

Distributions: (D2)

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

ECON 26(D2) ECON 52(D2)

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

ECON 28 (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: Presentation(s); Creative project(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Allan Wellenstein is a SVP at DataArt, where he heads the DataArt Solution Advisors consulting group as well as their product management competency. Though technically headquartered in NYC, he lives with his wife and three children in Pittsfield.

Materials/Lab Fee: $25

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

ECON 29 (W) Infrastructure Policy in Developing Countries

Cross-listings:

Secondary Cross-listing

This is a CDE winter term course, open to undergraduates. Students will be introduced to policy-making challenges of infrastructure, with a focus on developing countries. Students will read and discuss case studies on how different countries have sought to address infrastructure challenges through policy interventions. Through these, students are expected to develop an appreciation for different elements of infrastructure policy, and how countries have succeeded - or not - in using policies to meet their development objectives. The course will touch on evolving energy technologies, different transportation sectors, public-private partnerships, infrastructure financing and the impacts of climate change. Case examples will be drawn from a range of developing countries, covering Latin America, Africa, the Middle East and Asia. The course approach is applied political economy as opposed to theory, and there are no prerequisites. Students are expected to participate actively in class discussions, and will write a paper and deliver a team presentation on ways in which infrastructure challenges can be approached in a country of their choosing.

Requirements/Evaluation: Presentation(s); Other: Class participation

Prerequisites: None. Instructor permission is not required.

Enrollment Limit: 10

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

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

Unit Notes: Bernard Sheahan is the former Director of Infrastructure at the World Bank Group's International Finance Corporation, and spent three decades working on economic development. He has taught this Winter Study course since 2021.

Distributions: (D2)

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

ECON 51(D2) ECON 29(D2)

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 34 (W) Data for Development

Cross-listings:

Secondary Cross-listing

Recently we have experienced an explosion in publicly available data sources that can be helpful to inform development research. This course is designed to provide hands-on experience using microeconomic data to assess trends in key indicators used to measure progress towards the sustainable development goals. The course will build students' skills in finding, accessing and using various data sources. It will also expose students to the range of new types of data for development. Students will build skills in data cleaning, data manipulation and data visualization techniques. The course will use Stata, and most of the course will involve hands-on in-class data workshops, interspersed with some lectures and readings. Each student will focus on a low- or middle-income country of their choice and produce a policy report using the data skills acquired during the course.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: CDE fellows get priority, undergraduates are allowed with permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

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

Distributions: (D2)

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

ECON 34(D2) ECON 53(D2)

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 51 (W) Infrastructure Policy in Developing Countries

Cross-listings:

Primary Cross-listing

This is a CDE winter term course, open to undergraduates. Students will be introduced to policy-making challenges of infrastructure, with a focus on developing countries. Students will read and discuss case studies on how different countries have sought to address infrastructure challenges through policy interventions. Through these, students are expected to develop an appreciation for different elements of infrastructure policy, and how countries have succeeded - or not - in using policies to meet their development objectives. The course will touch on evolving energy technologies, different transportation sectors, public-private partnerships, infrastructure financing and the impacts of climate change. Case examples will be drawn from a range of developing countries, covering Latin America, Africa, the Middle East and Asia. The course approach is applied political economy as opposed to theory, and there are no prerequisites. Students are expected to participate actively in class discussions, and will write a paper and deliver a team presentation on ways in which infrastructure challenges can be approached in a country of their choosing.

Requirements/Evaluation: Presentation(s); Other: Class participation

Prerequisites: None. Instructor permission is not required.

Enrollment Limit: 10

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

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

Unit Notes: Bernard Sheahan is the former Director of Infrastructure at the World Bank Group's International Finance Corporation, and spent three decades working on economic development. He has taught this Winter Study course since 2021.

Distributions: (D2)

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

ECON 51(D2) ECON 29(D2)

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 52 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis

Cross-listings:

Primary Cross-listing

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 in a 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 policies. Students will learn to apply these methods to analyze public policies and interpret findings. The course examines measurement issues, analytical tools and their application to household survey data. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the policy environment may result in the implementation of second-best options. This is a hands-on modeling course, and students will build and use a micro-simulation model for a country of their choice. 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: Major/concentration/special interest

Expected Class Size: NA

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

Distributions: (D2)

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

ECON 26(D2) ECON 52(D2)

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

ECON 53 (W) Data for Development

Cross-listings:

Primary Cross-listing

Recently we have experienced an explosion in publicly available data sources that can be helpful to inform development research. This course is designed to provide hands-on experience using microeconomic data to assess trends in key indicators used to measure progress towards the sustainable development goals. The course will build students' skills in finding, accessing and using various data sources. It will also expose students to the range of new types of data for development. Students will build skills in data cleaning, data manipulation and data visualization techniques. The course will use Stata, and most of the course will involve hands-on in-class data workshops, interspersed with some lectures and readings. Each student will focus on a low- or middle-income country of their choice and produce a policy report using the data skills acquired during the course.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: CDE fellows get priority, undergraduates are allowed with permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

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

Distributions: (D2)

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

ECON 34(D2) ECON 53(D2)

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

ECON 55 (W) Monetary Policy in Emerging and Developing Economies

The goal of the class is to help you become an effective macroeconomic policy analyst. Specifically, you will acquire experience in obtaining, manipulating, and presenting macroeconomic data, learn how to effectively communicate economic ideas and analysis in writing, and hone oral presentation skills. The focus will be on four practical issues encountered in the formulation and implementation of monetary policy: (1) estimating

monetary policy rules, (2) measuring potential output, (3) modeling inflation, and (4) understanding monetary policy transmission. The course will entail writing a case study in which you will use macroeconomic theory as a guide for interpreting macroeconomic data, and a policy memo in which you will make a case for a specific policy action based on sound theoretical and empirical analysis.

Requirements/Evaluation: 1 case-study; 1 policy memo

Prerequisites: CDE Students only, not open to undergraduate students

Enrollment Limit: 10

Enrollment Preferences: CDE Graduate students

Expected Class Size: N/A

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ECON 56 (W) Macroeconomics: A Look at the Data

This winter study course complements the different macroeconomic theory courses CDE fellows have already taken. It provides hands-on experience using macroeconomic data to assess the state of the economy. The activity will include finding, downloading, displaying, graphing, and analyzing economic data. The course focuses on the real sector and the government sector. Students will compute output gaps, analyze contributions to growth and inflation, and calculate GDP Nowcasts. They will also analyze fiscal policy, assessing the stance of fiscal policy and conducting public debt sustainability analysis. The main format of the course will be hands-on workshops, intersperse with some lectures and readings A second focus of this course will be on communications. It is possible to master all the material and be conversant with the relevant economic issues, but it is important to communicate those findings and recommendations to others, especially senior policymakers who rely on your advice. A short research project, including a presentation to the class, will be required. Rather than dwell on the fine points of the English language (the writing tutors will help with that), we will focus on three aspects of communication: (1) structuring a paper or memo, (2) editing, revising, and rewriting a paper/memo, (3) efficiently and effectively conveying quantitative information through tables and graphs.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: only CDE / MA students

Enrollment Limit: 10

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

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

Unit Notes: Hali Edison is a Visiting Professor at the Center for Development Economics at Williams College. She had a long and distinguished career in Washington DC at the International Monetary Fund and the Federal Reserve Board. She was also an economic advi

Distributions: (D2)

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: WGSS 113 / AMST 113

Primary 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), 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:

WGSS 113(D2) AMST 113(D2) ENGL 113(D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-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 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

ENGL 19 (W) The Art of a True Story: A Narrative Nonfiction Writing Workshop

Since St. Augustine's Confessions, great thinkers have made art from their own true stories to serve as evidence of and witness to their own times. Frederick Douglass and Harriet Jacobs told their stories to further the abolitionist movement. W.E.B. DuBois, James Baldwin, and Simone de Beauvoir ushered us through the turbulent 20th century showing how the personal is political, and the political, personal. Today, Ta-Nehisi Coates, Suki Kim, Maggie Nelson, Kiese Laymon, and Claudia Rankine, among others, show us how well-crafted personal stories can bring important ideas to the forefront of our collective imagination. Anticipating criticism of the form, Beauvoir wrote in the preface to her 1961 autobiography that "if any individual... reveals himself honestly, everyone, more or less, becomes involved. It is impossible for him to shed light on his own life without at some point illuminating the lives of others." In this workshop, students will do just that, crafting a personal nonfiction story. We'll meet for six hours each week, splitting our time between discussions of the published work we're reading and a workshop-setting discussion of the work students are producing. Student engagement with this class will occupy time outside of the classroom as well, during which they will be engaged in the writing process and reading for class.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Julia Munemo directs the Williams Writing Center. Her first book, THE BOOK KEEPER came out in 2020. She hopes to announce the publication of her second book, DON'T GO: DISPATCHES FROM MID MOTHERHOOD (working title) very soon.

Materials/Lab Fee: $30

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

Not offered current academic year

ENGL 24 (W) The Craft of Fiction: A Short Story 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 read the likes of Octavia Butler, Anton Chekhov, Herman Melville, Lorrie Moore, and Zadie Smith to parse and then practice the techniques these authors employ to create plot, structure conflict, establish characters, and make them talk. We'll visit Arrowhead, Melville's Pittsfield house, to see where he wrote *Moby Dick*, 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 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 and learned numerous techniques to keep them writing in the future. Evaluation is based on workshop participation and classroom discussion, brief writing exercises, and a ten-page short story. Students are expected to spend an hour daily on their own fiction writing, in addition to the time required to complete each meeting's reading and writing exercises. We typically meet twice a week for three hours, though occasionally class may extend slightly beyond this timeframe given travel to and from fieldtrip destinations.

Requirements/Evaluation: Creative project(s)

Prerequisites: Students must submit a letter explaining why they would like to take the class and detailing any past fiction-writing experience. Please also include a brief writing sample (ideally fiction, but could also be creative non-fiction) of 500-1,000 words.

Enrollment Limit: 11

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Sara Houghteling is the author of the novel, Pictures at an Exhibition. A former lecturer in English at Stanford, she currently hosts the literary series Writers at the Clark.

Materials/Lab Fee: $80

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

Not offered current academic year

ENGL 245 Buddhism and American Literature

Just one hundred years ago, few Americans knew the first thing about Buddhism. Today, its influence is everywhere in American culture, from mindfulness programs in schools to smartphone apps like Headspace and Calm. In this course, we'll delve into Buddhism's deep impact on American literature, tracing how Buddhist principles--like emptiness, interconnectedness, no-self, and awakening--have shaped American fiction and poetry from the mid-20th century to the present. Our readings will include novels by Ruth Ozeki (A Tale for the Time Being) and George Saunders (Lincoln in the Bardo), as well as poems by Gary Snyder, Jane Hirshfield, and Arthur Sze, among others. In addition to fiction and poetry, we'll read texts on Buddhist practice and theory from various traditions, providing a richer philosophical context for understanding the literature. And along the way, we'll see how Buddhism has influenced other cultural domains beyond the literary, like environmentalism, psychotherapy, and Western attitudes toward death and dying. Last but not least, students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing them. This will allow us to experience firsthand the contemplative practices that many of the writers we'll study draw upon in their work. Ultimately, we'll explore not only how Buddhist principles can enrich creative expression but also how they can promote personal insight and transformation in everyday life.

Class Format: class meetings will consist of a mixture of discussion, lecture, and meditation practice

Requirements/Evaluation: regular participation in class discussions, in-class meditation practice, a midterm exam, and two 5-7 page essays.

Prerequisites: Previous coursework involving literary interpretation is strongly recommended.

Enrollment Limit: 30

Enrollment Preferences: ENGL and REL majors will be given priority. If course is overenrolled, students will be asked to complete a questionnaire, which will be used (possibly along with a lottery system if the enrollment numbers are very high) to determine the course roster.

Expected Class Size: 30

Grading:

Distributions: (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Not offered current academic year

ENGL 25 (W) Writers' and Artists' Notebooks

Artists, writers and thinkers have long kept notebooks as storehouses of ideas and spaces for experimentation. The most famous, perhaps, belong to Leonardo da Vinci but Frida Kahlo, Turner, Cezanne, Haring, Newton, Leibniz and others left us books of sketches, lists, calculations, collages and coffee stains within which we might trace the patterns of their days, the development of their ideas, and occasionally the phone numbers of their acquaintances. These archives offer a window into a moment in the thinker's life. In this studio seminar, we will visit Special Collections and the Clark to delve into the sketchbooks, scrapbooks, and completed works of illustrators and artists. We will also create our own books. Class meetings will be divided between archive visits and workshops. Following each archive visit, we will gather in a studio setting to explore art and writing techniques in community. These workshops will include painting, poetry, and collage. Our goal is to discover the modes in which we each, individually, communicate best on the page and then to use that mode to keep a journal of the winter study experience. Part of this practice is about being present, about recording experiences as they happen, in the voice of the person you are in that moment. Part of it is to build your own personal archive. The project and product of this seminar will be the book you create. Syllabus available via email larameintjes(at)Berkeley.edu

Requirements/Evaluation: Creative project(s)

Prerequisites: None, preference given to first- and second years.

Enrollment Limit: 10

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Lara Meintjes '22 is a PhD student in English at UC Berkeley, working at the intersection of lyric poetry and visual art, and an artist whose recent collaborations include brands such as Anthropologie and Urban Outfitters.

Materials/Lab Fee: $270

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

Not offered current academic year

ENGL 34 (W) The Name is Bond, James Bond: Ian Fleming's Creation, Entertainment, and the Legacies of Empires

The Name is Bond, James Bond: Ian Fleming's Creation, Entertainment, and the Legacies of Empires In this course, we will learn about the fun, as well as the unexpected moments of gravity, in the practice of film blogging about one of the globe's most enduring popular products. Brimming with unabashed expressions of misogyny, racism and a nostalgia for colonialist empire, much of the cinematic and literary world of Ian Fleming's James Bond continues to resist rehabilitation. Without minimizing the unsavory aspects of Bond, we will examine the shifts of emphasis in Fleming's fiction, from the Cold War narratives of Soviet Russia as Bond's enemy to the presciently anti-neoliberal novels about the capitalist conglomerate of SPECTRE as his ultimate adversary. How is SPECTRE portrayed in the novels and the films, and to what extent do the movie adaptations attempt to correct the ideologically problematic aspects of the novels, which even Fleming himself acknowledged? What is the significance of Fleming's training and service in British naval intelligence during the second World War, and how did his peripheral involvement in the project of decoding of the Nazi 'Enigma' code serve as the inspiration for his fiction? Why do fascist politics invariably lurk behind the masks of all the Bond villains, even those who are Communists or ideologues of the free market? By immersing ourselves in the practice of informal blogging outside of the compositional strictures of mainstream film criticism, we will pay particularly close attention to the shifting representations of gender and Englishness in the Bond novels and films, as well as the therapeutic value of imagining a sophisticated evil that may ultimately be defeated.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Alexandar Mihailovic has published extensively about film. *Screening Solidarity: Neoliberalism and Transnational Cinemas*, the book he

co-authored with Patricia A. Simpson and Helga Druxes, was published in 2023 by Bloomsbury Academic Press.

Materials/Lab Fee: $57

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

Not offered current academic year

ENGL 37 Fail on Purpose: A Writing Workshop in Experimental Fiction

This course is a fiction-writing incubator where we will test out our weirdest creative impulses and fail spectacularly - on purpose. Through generative writing exercises, workshopping, group mind-melds, and explorations of experimental fiction and philosophies of failure, we will develop a set of writing tools for the kind of imaginative fiction that doesn't usually get a how-to book. You will be writing several rough drafts of short stories and enduring the thoughtful critiques of your classmates. But don't fret! We are not here to present something polished and perfect. We are here to make interesting work out of the muck of failed attempts, disappointment, and thwarted expectations. Together, we'll become less attached to outcome and more enamored of process and of finding our own authentic voices. We're training ourselves to think differently, which means big messes, halting epiphanies, and respectful squabbles with one another. In addition to your stories, you will end this course having cultivated an eagerness to dwell in uncertainty and to tolerate creative failures -- essential skills for any well-lived life, whether or not you want to be a writer. Evaluation will be based on in-class discussion and workshop participation, completion of three rough short story drafts outside of class, and a willingness to take creative risks and just absolutely fall on your ass.

Requirements/Evaluation: Creative project(s)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading:

Unit Notes: Eden Robins is the author of three novels - When Franny Stands Up, Remember You Will Die, and the forthcoming Don't Cross Mo Ellery (as one-half of the pen name Birdie Horne) - as well as an essayist and short story writer.

Materials/Lab Fee: $50

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

Not offered current academic year

ENVI 100 (S) Introduction to Weather and Climate (QFR)

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 how fundamental laws of physics determine why air moves and changes, creating the wind, clouds, precipitation, and extreme events that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop an understanding of earth's climate system, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will use weather and climate models to learn how scientists and meteorologists predict future conditions. Labs include benchtop experiments, data analysis projects, and self-scheduled meteorological observations. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly problem sets, lab assignments, midterm exam, and final exam

Prerequisites: none

Enrollment Limit: 60

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

Expected Class Size: 60

Grading:

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course will have regular problem sets which require substantial quantitative reasoning. Labs will require analysis, presentation, and explanation of quantitative data, and exams will require some quantitative problem solving.

Attributes: ENVI Electives Science EXPE Experiential Education Courses

Not offered current academic year

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 quizzes, final project, lab assignments, participation, midterm and final exam

Prerequisites: none

Enrollment Limit: 48

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

Expected Class Size: 48

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

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Spring 2026

LEC Section: 01 MW 11:00 am - 12:15 pm Nicholas Joseph Arisco, Anthony J. Carrasquillo, Allison L. Gill

LAB Section: 02 M 1:00 pm - 4:00 pm Nicholas Joseph Arisco, Jay Racela

LAB Section: 04 W 1:00 pm - 4:00 pm Nicholas Joseph Arisco

LAB Section: 05 R 1:00 pm - 4:00 pm Jay Racela

LAB Section: 03 T 1:00 pm - 4:00 pm Jay Racela

ENVI 103 (F) Global Warming and Environmental Change

Cross-listings: 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:

GEOS 103(D3) ENVI 103(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 104 (F) Oceanography

Cross-listings: GEOS 104 / CAOS 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: lecture/laboratory; 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, homework, reading-comprehension quizzes, three tests

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

Unit Notes: This course and GEOS 110 Oceans and Society cannot both be taken for credit.

Distributions: (D3)

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

GEOS 104(D3) CAOS 104(D3) ENVI 104(D3)

Attributes: ENVI Electives Science EXPE Experiential Education Courses

Fall 2025

LAB Section: 03 W 1:00 pm - 3:00 pm Taylor Rowley

LAB Section: 02 M 1:00 pm - 3:00 pm Taylor Rowley

LEC Section: 01 MWF 9:00 am - 9:50 am Taylor Rowley

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

Cross-listings: GEOS 101

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 examine the relationship between 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 and learn about the dramatic changes that have occurred throughout the history of our planet. 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 and how did this biological event lead to profound changes in the world's oceans and atmospheres? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and spread 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's dynamic history.

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

Requirements/Evaluation: lab assignments, weekly quizzes, and a final independent project

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:

ENVI 105(D3) GEOS 101(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 109 (F) Oceans and Society

Cross-listings: GEOS 110 / CAOS 110

Secondary Cross-listing

Oceans impact society in many ways: they provide much of our protein, they hide untapped mineral wealth, their circulation regulates global climate, they transport and accumulate our plastic garbage, marine storms batter coastal infrastructure, and sea-level rise threatens communities. However, despite the oceans' importance throughout history--for trade, as a source of food, and because of their unpredictable dangers--we know shockingly little about them. More than 6000 people have reached the summit of Everest, Earth's highest elevation; but only 22 have visited Challenger Deep, the deepest point below the ocean surface. We have mapped the surfaces of Mars and Venus in far more detail than the topography of Earth's ocean basins. New marine organisms are discovered regularly. And we still don't fully understand the complex details of how ocean and atmosphere work together as the planet's climate engine. In this course, you will examine ocean science themes with direct societal relevance that are also at the forefront of scientific investigation. Topics will be selected based on current events, but are likely to include deep sea mining, meridional overturning, sea level rise, atmospheric rivers, and aquaculture. By taking focused dives into a range of subjects you will learn about the evolution and operation of the ocean as a physical and geological system as well as investigating the intersections between ocean functions, climate change, and human societies. Exercises and discussions will foreground active learning. A field trip to the Atlantic coast will integrate experiential investigation of the intersection between coastal change, extreme weather, and communities. The aim is to have energised interdisciplinary discussions about topics of pressing societal relevance, to understand some of the fundamentals of ocean science, to develop expertise in gathering and distilling information by researching new topics, and thereby to improve critical and analytical thinking.

Class Format: Two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast.

Requirements/Evaluation: Evaluation is based on engagement with in-class activities, six graded lab exercises, four short writing/research assignments, and a five-page term paper

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: First year and second year students

Expected Class Size: 60

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

Unit Notes: This course and GEOS 104 Oceanography cannot both be taken for credit.

Distributions: (D3)

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

GEOS 110(D3) CAOS 110(D3) ENVI 109(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

ENVI 19 Cheesemaking on the Farm

Learn to milk cows, make cheese and spend the month with local farmers and cheesemakers. In this class you will learn about milk, cows, and natural cheesemaking by working with farmers and cheesemakers in the area. We spend time on dairy farms learning to care for and milk cows, we visit five

artisanal cheesemakers for hands-on cheesemaking lessons, there will be an overnight farmstay (two full days) to learn dairy farming, milking, yogurt making & cheesemaking, and we learn the history and culture of cheese from experienced local cheese experts. This class is for students who like cows, cheese, farms and working with their hands. This class meets two half-days per week (plus the farmstay) mostly off-campus on farms/cheesemaking operations in the Berkshires, Southern Vermont and Eastern New York State.

Requirements/Evaluation: Other: Engaged participation in the class.

Prerequisites: Environmental studies coursework or extracurricular experience in agriculture or related field is preferred but not required.

Enrollment Limit: 6

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Materials/Lab Fee: $539

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

ENVI 214 (S) Mastering GIS

Cross-listings: GEOS 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: Data Science ENVI Electives Science EXPE Experiential Education Courses

Spring 2026

LAB Section: 03 R 1:00 pm - 4:00 pm Alex A. Apotsos

LAB Section: 02 T 1:00 pm - 4:00 pm Alex A. Apotsos

LEC Section: 01 TR 8:30 am - 9:45 am Alex A. Apotsos

ENVI 215 (S) Climate Changes (QFR)

Cross-listings: GEOS 215 / CAOS 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: 24

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) CAOS 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 Foundational Science ENVI Electives Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Spring 2026

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

LAB Section: 03 W 1:00 pm - 4:00 pm Mea S. Cook

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

ENVI 220 (S) Field Botany and Plant Natural History

Cross-listings: 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 ($25); the sketchbook ($7) and hand lens ($23) can be self-provided or purchased from the department.

Distributions: (D3)

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

BIOL 220(D3) ENVI 220(D3)

Attributes: ENVI Electives Science EXPE Experiential Education Courses On the Log PHLH Nutrition,Food Security+Environmental Health

Spring 2026

LAB Section: 03 W 1:00 pm - 3:50 pm Joan Edwards

LAB Section: 02 T 1:00 pm - 3:50 pm Joan Edwards

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

ENVI 229 (F) Environmental History

Cross-listings: HIST 264

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: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 15

Grading: no 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 Foundational Culture/Humanities ENVI Electives Culture/Humanities ENVI Electives Hum/Arts/Soc Sci (old requirements) EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Fall 2025

SEM Section: 01 TR 8:30 am - 9:45 am Laura J. Martin

ENVI 255 (F) Environmental Observation

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:

Distributions: (D3)

Attributes: Data Science ENVI Foundational Science ENVI Electives Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

ENVI 331 (S) Geomorphology

Cross-listings: GEOS 301

Secondary 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 explore local case studies of geomorphology, such as the impact of ice-age glaciation on landscapes in the northeastern United States and the legacy of deforestation and river damming during the colonial era. 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 331(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 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: CAOS 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.

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: 24

Enrollment Preferences: must be enrolled in Williams-Mystic Coastal and Ocean Studies Program in Mystic, CT

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:

CAOS 351(D2) PSCI 319(D2) ENVI 351(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 Electives Policy (old requirements) ENVI Electives Social Science/Policy EXPE Experiential Education Courses POEC Depth

Fall 2025

SEM Section: 01 F 9:00 am - 12:00 pm Linsey E. Haram

Spring 2026

SEM Section: 01 F 9:00 am - 12:00 pm

ENVI 353 (F)(S) American Maritime History: A History of American Coastal and Ocean-Going Communities (DPE) (WS)

Cross-listings: HIST 352 / CAOS 352

Secondary Cross-listing

This course explores the people who lived along America's coasts, who sailed its waters, and whose labors on land and sea shaped their community's lives and livelihoods. We cover centuries (seventeenth-twentieth) and oceans as we delve into these experiences, and in doing so discuss issues ranging from colonization, dispossession, and war, to food, healing, and sexuality. We will also consider the strategies scholars use to explore these experiences, including those whose lives left scant "traditional" primary sources behind. 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:

ENVI 353(D2) HIST 352(D2) CAOS 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 Indigenous 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 Electives Culture/Humanities ENVI Electives Hum/Arts/Soc Sci (old requirements) EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2025

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

Spring 2026

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

ENVI 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: ANTH 371 / STS 370

Secondary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

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: 19

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

Expected Class Size: 19

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:

ANTH 371(D2) STS 370(D2) ENVI 371(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 Electives Hum/Arts/Soc Sci (old requirements) ENVI Electives Social Science/Policy EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

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

Cross-listings: AMST 406

Primary Cross-listing

In this class you apply your education 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 & county governments to conduct applied research and to develop solutions. Students will learn experientially and contribute to the community. The field of environmental planning encompasses the *built environment (eg:* housing, zoning, transportation, renewable energy, waste, neighborhood design), the *natural environment (eg:* farmland, ecosystems, habitat, natural resources, air and water pollution and climate change), and the *social environment (*eg: spatial geography, racial zoning, recreation, placemaking, ecojustice, food security, and public health). Skills taught include land use planning, community-based research, basic GIS mapping, developing/conducting surveys, interview technique, project management, public presentations and professional report-writing. The class culminates in presentations to the client organizations. Class hours include time for team project work, client meetings and team meetings with the professor. Recent project topics: https://www.williams.edu/environmental-studies/research/environmental-planning-reports/

Class Format: The weekly conference session (1 hour) is dedicated to site visit field trips, team project work, client meetings and team 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 or instructor permission; open to juniors and seniors.

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators, American Studies majors, students with coursework in planning, urban studies and land use.

Expected Class Size: 16

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

Unit Notes: Course fulfills senior seminar requirement for Environmental Studies Majors & Environmental Studies Concentrators. 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 (policy).

Distributions: (D2)

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

AMST 406(D2) ENVI 402(D2)

Attributes: AMST Space and Place Electives ENVI Electives Hum/Arts/Soc Sci (old requirements) ENVI Electives Policy (old requirements) ENVI Electives Social Science/Policy ENVI Senior Seminar EXPE Experiential Education Courses On the Log

Fall 2025

CON Section: 02 T 1:00 pm - 2:00 pm Sarah Gardner

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

CON Section: 03 R 1:00 pm - 2:00 pm Sarah Gardner

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

Cross-listings: CAOS 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 how fundamental laws of physics determine why air moves and changes, creating the wind, clouds, precipitation, and extreme events that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop an understanding of earth's climate system, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will use weather and climate models to learn how scientists and meteorologists predict future conditions. Labs include benchtop experiments, data analysis projects, and self-scheduled meteorological observations. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: weekly problem sets, lab assignments, midterm exam, and final exam

Prerequisites: none

Enrollment Limit: 60

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

Expected Class Size: 60

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:

CAOS 100(D3) GEOS 100(D3)

Quantitative/Formal Reasoning Notes: This course will have regular problem sets which require substantial quantitative reasoning. Labs will require analysis, presentation, and explanation of quantitative data, and exams will require some quantitative problem solving.

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

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

Cross-listings: 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 examine the relationship between 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 and learn about the dramatic changes that have occurred throughout the history of our planet. 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 and how did this biological event lead to profound changes in the world's oceans and atmospheres? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and spread 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's dynamic history.

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

Requirements/Evaluation: lab assignments, weekly quizzes, and a final independent project

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:

ENVI 105(D3) GEOS 101(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

GEOS 102 (S) An Unfinished Planet

Earth is an evolving planet. The pace of plate tectonics may be imperceptibly slow but earthquakes and volcanic eruptions caused by shifting plates disrupt civilizations. 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 20th century--to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook and primary sources. This course is in the Solid Earth group for the Geosciences major.

Class Format: lecture three hours per week and lab (two 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

Not offered current academic year

GEOS 103 (F) Global Warming and Environmental Change

Cross-listings: ENVI 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:

GEOS 103(D3) ENVI 103(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

GEOS 104 (F) Oceanography

Cross-listings: CAOS 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: lecture/laboratory; 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, homework, reading-comprehension quizzes, three tests

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

Unit Notes: This course and GEOS 110 Oceans and Society cannot both be taken for credit.

Distributions: (D3)

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

GEOS 104(D3) CAOS 104(D3) ENVI 104(D3)

Attributes: ENVI Electives Science EXPE Experiential Education Courses

Fall 2025

LEC Section: 01 MWF 9:00 am - 9:50 am Taylor Rowley

LAB Section: 02 M 1:00 pm - 3:00 pm Taylor Rowley

LAB Section: 03 W 1:00 pm - 3:00 pm Taylor Rowley

GEOS 110 (F) Oceans and Society

Cross-listings: CAOS 110 / ENVI 109

Primary Cross-listing

Oceans impact society in many ways: they provide much of our protein, they hide untapped mineral wealth, their circulation regulates global climate, they transport and accumulate our plastic garbage, marine storms batter coastal infrastructure, and sea-level rise threatens communities. However, despite the oceans' importance throughout history--for trade, as a source of food, and because of their unpredictable dangers--we know shockingly little about them. More than 6000 people have reached the summit of Everest, Earth's highest elevation; but only 22 have visited Challenger Deep, the deepest point below the ocean surface. We have mapped the surfaces of Mars and Venus in far more detail than the topography of Earth's ocean basins. New marine organisms are discovered regularly. And we still don't fully understand the complex details of how ocean and atmosphere work together as the planet's climate engine. In this course, you will examine ocean science themes with direct societal relevance that are also at the forefront of scientific investigation. Topics will be selected based on current events, but are likely to include deep sea mining, meridional overturning, sea level rise, atmospheric rivers, and aquaculture. By taking focused dives into a range of subjects you will learn about the evolution and operation of the ocean as a physical and geological system as well as investigating the intersections between ocean functions, climate change, and human societies. Exercises and discussions will foreground active learning. A field trip to the Atlantic coast will integrate experiential investigation of the intersection between coastal change, extreme weather, and communities. The aim is to have energised interdisciplinary discussions about topics of pressing societal relevance, to understand some of the fundamentals of ocean science, to develop expertise in gathering and distilling information by researching new topics, and thereby to improve critical and analytical thinking.

Class Format: Two 75-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast.

Requirements/Evaluation: Evaluation is based on engagement with in-class activities, six graded lab exercises, four short writing/research assignments, and a five-page term paper

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: First year and second year students

Expected Class Size: 60

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

Unit Notes: This course and GEOS 104 Oceanography cannot both be taken for credit.

Distributions: (D3)

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

GEOS 110(D3) CAOS 110(D3) ENVI 109(D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

GEOS 210 (F)(S) Oceanographic Processes

Cross-listings: CAOS 210

Secondary Cross-listing

Part of the Williams-Mystic Coastal and Ocean Studies Program, Oceanographic Processes examines the science of coastal and open ocean environments, and provides an introduction to oceanography. As you critically examine and discuss subjects such as sea-level rise, land loss, global climate change, coastal processes, carbon and nutrient cycling, pollution, ocean acidification, and ocean circulation, you will continue to pinpoint how these topics inform the human relationship with the sea. You will also be able to contextualize modern oceanography with paleoceanography - illustrations of past oceans and climate that we can learn from the geological record. Central to Oceanographic Processes is a curiosity to how fundamental physical, geological, chemical, and biological processes interact to create the ocean environments that we experience. Independent research forms the core: students design their own projects, conduct fieldwork, and investigate the ocean across a variety of dynamic coastal and nearshore environments near Mystic, including Atlantic beaches, intertidal mudflats, salt marshes, Fisher's Island Sound, and the Mystic River Estuary. These research projects allow students to develop their skills in original data collection, data analysis, and scientific writing. Williams-Mystic field seminars and field trips are a crucial complement to the course: we observe and discuss issues related to coastal oceanography and global climate with communities along the New England coast and on the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Includes a field and/or laboratory-based research project. Field seminars include place-based discussions relating local observations to the global ocean. Mini-symposia involve student research and discussion.

Requirements/Evaluation: An independent research project, data-based exercises, mini-symposium and field seminar participation.

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 Williams coastal campus at the Mystic Seaport Museum. 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) CAOS 210(D3)

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

Fall 2025

LAB Section: 02 R 1:00 pm - 4:30 pm Lloyd B. Anderson

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

Spring 2026

LEC Section: 01 TR 9:00 am - 10:15 am Lloyd B. Anderson

LAB Section: 02 TR 1:00 pm - 4:30 pm Lloyd B. Anderson

GEOS 212 (F) Paleobiology

Cross-listings: BIOL 211 / CAOS 212

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 research projected presented in poster form.

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

Enrollment Limit: 24

Enrollment Preferences: sophomores, 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:

BIOL 211(D3) CAOS 212(D3) GEOS 212(D3)

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

Fall 2025

LAB Section: 02 T 1:00 pm - 4:00 pm Phoebe A. Cohen

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

LAB Section: 03 W 1:00 pm - 4:00 pm Phoebe A. Cohen

GEOS 214 (S) Mastering GIS

Cross-listings: 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: Data Science ENVI Electives Science EXPE Experiential Education Courses

Spring 2026

LAB Section: 02 T 1:00 pm - 4:00 pm Alex A. Apotsos

LAB Section: 03 R 1:00 pm - 4:00 pm Alex A. Apotsos

LEC Section: 01 TR 8:30 am - 9:45 am Alex A. Apotsos

GEOS 215 (S) Climate Changes (QFR)

Cross-listings: ENVI 215 / CAOS 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: 24

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) CAOS 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 Foundational Science ENVI Electives Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Spring 2026

LAB Section: 03 W 1:00 pm - 4:00 pm Mea S. Cook

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

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

GEOS 255 (F) Environmental Observation

Cross-listings: CAOS 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:

CAOS 255(D3) GEOS 255(D3)

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

Not offered current academic year

GEOS 301 (S) Geomorphology

Cross-listings: ENVI 331

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 explore local case studies of geomorphology, such as the impact of ice-age glaciation on landscapes in the northeastern United States and the legacy of deforestation and river damming during the colonial era. 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 331(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. For Spring 2026, this course is linked to an all-expenses-paid one-week Spring Break field trip to the west of Ireland. The field itinerary includes modern coastal and estuarine sedimentary environments, karstic landforms and geomorphology, Pleistocene glacial processes and deposits, Paleozoic sedimentary sequences and paleogeography, and the connection between human history and Holocene landscape evolution. Course enrollment is necessary to attend the Spring Break trip, but trip participation is not required for successful completion of the course.

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

Spring 2026

SEM Section: 01 TR 11:20 am - 12:35 pm Rónadh Cox

LAB Section: 02 R 1:00 pm - 4:00 pm Rónadh Cox

GEOS 411 (S) Geobiology

Geobiology--the study of interactions between earth and life over geologic timescales--is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will examine the many ways in which organisms -- from bacteria to trees -- have left their mark on our planet. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Class time will be divided between lectures and student-led discussions of primary literature. Labs will be varied and involve everything from growing our own microbial ecosystems to querying online databases and analyzing geological, geochemical, genetic, and paleontological data. Our field trip will take us to Upstate New York where we will sample water from a stratified lake and visit ancient microbial fossil reefs. The final project will involve writing a proposal in small groups on a geobiological topic based on the style and format of a National Science Foundation grant, and presenting the idea to the class. This class is in the Sediments and Life elective group for the GEOS major.

Requirements/Evaluation: quizzes, labs, short papers, final grant proposal and presentation

Prerequisites: GEOS 212, or GEOS 101 + any 200-level GEOS course; or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10

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

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Distributions: (D3)

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

Spring 2026

SEM Section: 01 MW 11:00 am - 12:15 pm Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 4:00 pm Phoebe A. Cohen

HIST 14 (W) Game of Thrones, ca. 850 BCE: Empire, Religion, and Palace Intrigue in the Assyrian Reliefs at WCMA

Study ancient art! Learn to read cuneiform! Travel to New Haven to tour the Yale Babylonian Collection! Feast on New Haven pizza! With construction of a new College art museum now underway, our course uses a range of materials in locations both on and off campus to examine two of Williamstown's most mysterious objects-WCMA's Assyrian reliefs-and the contexts in which they were created, desired, collected, and assigned meaning. At WCMA we explore the reliefs and the College's small cuneiform collection. We study the palace of Assurnasirpal II in Nimrud (ancient Kalhu), the reliefs' original site. We interrogate Assyria's obsession with warfare-richly documented in text and art-alongside its religion, politics, and artistic tradition. In the College Archives we study Nimrud's 19th-century discovery and migration to the Berkshires, teasing important questions of the reliefs as Iraqi heritage versus their ongoing life in Western scholarship, including at WCMA. In class we read The Epic of Gilgamesh, a Babylonian story about the undying problem of growing up. The course closes with a trip to Yale's Babylonian Collection, pizza, and, when we return, an Assyrian feast prepared together from ancient recipes. Students may also enroll in a 4-part enrichment course, FLASH AKKADIAN, to master the basics of Akkadian cuneiform and decipher a 3,000-year-old ceremonial brick in the WCMA collection. Completion of FLASH AKKADIAN satisfies the final project requirement.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Performance(s); Creative project(s); Other: The goals for final projects are intellectual exploration, fun, and no stress. Brief class presentations on assigned reading count toward the final project, as does preparation of the final Assyrian feast. Completion of FLASH AKKADIAN, the 4-part enrichment course in Akkadian cuneiform, satisfies the entire final project requirement.

Prerequisites: Interest!

Enrollment Limit: 8

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: PhD - Yale Department of Religion Main interests/pubication: Mesopotamia, Israel, and cultural connections around the ancient Near East, including their legacy in the 19th c. through the present. I have taught this course multiple times since 2016.

Materials/Lab Fee: $182

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

Not offered current academic year

HIST 23 (W) Maps: Past, Present & Future

This course is an exploration of historic and modern-day maps. We spend our time viewing, discussing and presenting maps. Each student's interests determine what maps they present. Every class has at least one guest speaker from the world of maps, including collectors, cartographers, scholars, map dealers, and even one brain surgeon. In the first half of the course, we study historic maps, created during the past six hundred years. Students learn about the multitude of online resources available for studying maps, and, in their first project, select and evaluate a historic map, focusing on its cartographic, historic, and design-related aspects. In the second half, we study modern-day maps and data visualizations, including satellite mapping, geological mapping and mapping the human body. We also study digital humanities, where mapping technology enhances historical understanding. In

the second project, students select and evaluate a modern-day map. Past topics have included earthquakes, redistricting, fishing spots, subways, wildfires, extinct languages and video games. Taught by Tom Paper '84, a management consultant and map enthusiast, the class includes an optional field trip to New York City. Students taking this class will become critical consumers of cartography, as well as developing their skills in presenting, asking questions and politely interrupting.

Requirements/Evaluation: Other: Class participation, two 5-minute presentations and one 1-page paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Tom Paper '84 is a Stanford MBA, Founder of Webster Pacific, a 10-person consulting firm, VP of the California Map Society, and Founder of Pixeum, a website that helps people tell stories with maps and art.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

HIST 264 (F) Environmental History

Cross-listings: ENVI 229

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: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 15

Grading: no 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 Foundational Culture/Humanities ENVI Electives Culture/Humanities ENVI Electives Hum/Arts/Soc Sci (old requirements) EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Fall 2025

SEM Section: 01 TR 8:30 am - 9:45 am Laura J. Martin

HIST 320 Food in South Asian History: Society, Culture and Politics

What can a 15th-century sultan's recipe book tell us about power and pleasure in medieval India? How did the search for South Asian spices reshape global trade routes and colonial empires? Why has food become a battleground for identity politics in contemporary South Asia? This course explores the rich and complex history of South Asian cuisine as a window into broader historical forces. We will journey through centuries of evolution--from medieval and early modern foodways to the vibrant fusion cuisines of today's diaspora communities. Through a combination of academic research, hands-on cooking laboratories, and digital humanities approaches, students will examine how food in South Asia has shaped and been shaped by

religion, gender, colonialism, nationalism, and globalization. By engaging with diverse sources including historical cookbooks, literary representations, material culture, and oral histories, we will discover how the everyday act of eating connects to profound questions about identity, power, and cultural exchange in one of the world's most diverse regions.

Class Format: This will be a discussion based classed with a lab component

Requirements/Evaluation: Class participation, essays (4-5 pages), 3 food labs, final project

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: History majors

Expected Class Size: 20

Grading:

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

HIST 352 (F)(S) American Maritime History: A History of American Coastal and Ocean-Going Communities (DPE) (WS)

Cross-listings: ENVI 353 / CAOS 352

Secondary Cross-listing

This course explores the people who lived along America's coasts, who sailed its waters, and whose labors on land and sea shaped their community's lives and livelihoods. We cover centuries (seventeenth-twentieth) and oceans as we delve into these experiences, and in doing so discuss issues ranging from colonization, dispossession, and war, to food, healing, and sexuality. We will also consider the strategies scholars use to explore these experiences, including those whose lives left scant "traditional" primary sources behind. 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:

ENVI 353(D2) HIST 352(D2) CAOS 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 Indigenous 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 Electives Culture/Humanities ENVI Electives Hum/Arts/Soc Sci (old requirements) EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2025

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

Spring 2026

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

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

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

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, 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; WGSS 202 would be helpful

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

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

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 LATS Comparative Race + Ethnic Studies Electives

Spring 2026

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

LEAD 16 (W) Effective Oral Persuasion

Clear and persuasive public speaking, whether before a small group or a much larger audience, is essential to implement effective leadership and career development. This course is designed to enhance a student's ability to develop a position on an issue and to advance and defend that position orally. During each class, students will make presentations ranging from 2-15 minutes and receive immediate feedback from the Instructors as well as class members. The class uses various exercises such Tell us Something, Teach us Something, Sell us Something, or Convince us of Something to learn and practice making oral presentations. The Course includes a segment of resume review and practice interviews for professional programs, internships, or full-time jobs. Outside professionals will be invited to conduct some of the practice interviews. The capstone event has each student select an issue of their choice and to advance and defend that position orally. Students are required to provide resource materials that they used to formulate their position prior to their final presentation. The course will normally meet for three sessions per week (M, T and Th) from 1:00 until 3:45 pm. Instructors: David Olson '71 and Stephen Brown '71 are experienced trial lawyers handling many types of civil cases in state and federal courts before judges and juries. Robert Schwed '71 is a corporate lawyer who specialized in private equity placements, venture capital transactions, and business between investor groups drawn from domestic and international clients. The Instructors have offered this Course jointly for 3 consecutive years. While no paper is required, Students will prepare and make one or more oral presentations during each session of the course ranging from 2-15 minutes each. The students will also listen to and critique each other's presentations throughout the course. Frequent and thoughtful class participation is expected from each student.

Requirements/Evaluation: Presentation(s)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: David Olson, '71 is an experienced Trial Attorney who practiced in Cincinnati for 40+ years in state and federal courts and before administrative agencies. He has co-taught Winter Study courses since 2010.

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

Not offered current academic year

LEAD 17 (W) Embodied Leadership

This is the course that I wish I had taken while I was at Williams. In it, you will be invited to deepen into a more embodied way of knowing yourself and leading others. You will harness your breath to cultivate a more grounded and open awareness. You will transform stories and anger into skillful communication and boundaries. You will practice integrity. You will develop deep, trust-based relationships. You will give and receive direct, honest feedback--with compassion. You will notice how individual flow merges to guide collective movement. You will also be challenged-and through these moments you will become more skillful in handling intensity with greater ease and impact. To do this, we will co-create a strong container in which to surrender, create, and play. We will venture off-campus to explore the Clark and MASS MoCA. You will offer a teaching to the class, then to a group or team. During the last week, we will co-lead a session for the Williams community. Throughout, we will continue to ask: what does our group need now and adapt accordingly. If it brings you energy to imagine that you have dramatically expanded your capacity to show up for life-and lead others-this is an opportunity to practice.

Requirements/Evaluation: Other: Regular engagement and reflection in class and with pod group; facilitate 15-min teaching (aligned with the themes of this course) for the class, facilitate 15-min teaching for a team or group; contribute to the design and facilitation of a leadership development workshop for the Williams community.

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Jamie is an integral master coach, shadow yogi, and former senior faculty at NOLS. He has worked across four continents with clients such as: Google, Greenpeace, Gates Foundation, Naval Academy, and MIT Solve. Curious: jamiehunt.org

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

LEAD 22 (W) Ski Patrol - Outdoor Emergency Response

The course will teach and develop the technical and leadership skills required to effectively 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 class hours per week learning and practicing medical care and rescue techniques. Students will develop skills to recognize and provide emergency care for situations they learned about in prior first responder training (Outdoor Emergency Care, WFR, or EMT): - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, strains, sprains, etc.) - Shock, Respiratory, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke, seizures, 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 is placed on the Leadership Skills required to handle complex and stressful emergency situations.

Requirements/Evaluation: Other: written and practical exams; on-hill skill proficiency & active participation

Prerequisites: Outdoor Emergency Care OR current certification as Wilderness First Responder or Emergency Medical Technician is REQUIRED. No exceptions.

Enrollment Limit: 16

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Tom Feist '85 started ski patrolling at Williams in 1981. He is a National Ski Patrol Instructor in Outdoor Emergency Care and Outdoor Emergency Transport. He instructed Chemistry at Williams and has taught the ski patrol class for 7 years.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

MUS 105 (F) Jazz Theory and Improvisation I

Cross-listings: AFR 212

Primary Cross-listing

The theory and application of basic harmonic structures and rhythmic language used in jazz performance. An introductory level course to the practice of jazz improvisation. Blues forms, modal compositions, diatonic progressions, secondary and substitute dominant chords, modulations. This is a performance practice course 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. Vocalists and drummers will be encouraged to study the piano; all students will complete jazz-specific piano and percussion lab assignments. 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. performance of exercises and repertoire, analysis) a midterm, a transcription project and the end of semester concert. Jazz piano and drum labs.

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

Enrollment Limit: 12

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

Distributions: (D1)

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

MUS 105(D1) AFR 212(D2)

Attributes: EXPE Experiential Education Courses

Fall 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Kris Allen

MUS 11 (W) I/O New Music Festival

I/O Fest is the Williams College Music Department's annual festival of contemporary music and creative music making. Over the first two weeks of Winter Study student performers and composers will engage in the preparation, rehearsal, and creation of new works, leading to three days of concerts at the '62 Center for Theatre and Dance, the Clark Art Institute, and off-site venues. 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 16-18, 2026. Students are required to participate in and attend all events on the festival. Major projects will include performances of Raven Chacon's Pulitzer Prize winning *Voiceless Mass* and Marcos Balter's *meltDown Upshot*. 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 for an off site collaboration.

Class Format: The first two weeks of the class primarily involves daily rehearsal and performance. The second stage is focused on group creative

projects and discussion.

Requirements/Evaluation: Performance(s); Creative project(s)

Prerequisites: Students should have a level of musical experience necessary to participate in the performances, or technical experience to be part of the production team. Students with an academic interest in the subject may take the class with instructor approval.

Enrollment Limit: 20

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Matthew Gold is an Artist in Residence in Percussion and Contemporary Music Performance at Williams College and member of the NYC-based Talea Ensemble and Talujon Percussion Group. He is an ensemble director committed to presenting adventurous programs and new voices.

Materials/Lab Fee: 20.00

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

Not offered current academic year

MUS 19 (W) Williams Opera Workshop

The Williams Opera Workshop winter study course will prepare and present two fully staged performances of an Opera (to be decided based on the gifts of the particular singers auditioning each year) with reduced orchestra. The goal of the course is to simulate the workings of an opera house at all levels, from artistic to administrative, and to provide students with the full experience of what goes into putting up a show in a professional environment. Admission to the course will be open to students interested in performance (singers, dancers, and instrumentalists), rehearsal accompanying, conducting, choreography, stage management, set construction/scenic art, costume design, dramaturgy, stage crew, and lighting design. No previous experience necessary for registration, though acceptance into the course and designated responsibilities will be assigned based on the needs of the production and the skills of the individual. Roles will be cast prior to January 2026 by audition (date and time tba) and orchestra will be selected and contacted separately at the discretion of the conductor. Enrollment in the course is not required for participation in the production, though if your role in the project is substantial we recommend enrollment to make the best use of your time. Evaluation for the course will be determined based upon regular attendance, effort, timely preparation of each student's assigned responsibilities throughout the term, and will culminate in the final performances.

Requirements/Evaluation: Performance(s)

Prerequisites: None

Enrollment Limit: 75

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Paul La Rosa is an Artist Associate in Voice and Co-Director of the Williams Opera Workshop. He is a graduate of Williams College, The Juilliard School, and the Patrick G and Shirley W Ryan Opera Center at the Lyric Opera of Chicago.

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

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/performed.

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

Prerequisites: MUS 104 or permission of instructor

Enrollment Limit: 5

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

Expected Class Size: 5

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses MUS Materials and Structures

Fall 2025

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

Spring 2026

SEM Section: 01 MR 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/performed.

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

Prerequisites: MUS 205

Enrollment Limit: 5

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

Expected Class Size: 5

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses MUS Materials and Structures

Fall 2025

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

Spring 2026

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

MUS 24 (W) How To Grow A Band: Collaborative Songwriting and Performance with Darlingside

get past our pesky inner critics. These collaborative lyrical and melodic exercises will serve as the foundation for our class. As instructors, we will participate in group writing exercises with students. We will also discuss strategies and references we use when writing, revising, and crafting songs. Once we generate some material to work on together, we will move on to the secondary focus of the class: performance and arrangement for small ensembles. The month will culminate with a public performance of some of the music written over the course of the class. We will not be spending in-class time on non-musical aspects of the music industry (touring, booking, management, etc.), but we will make ourselves available for a few "office hours" sessions to discuss any non-musical topics of interest. The completion of two original songs, attendance at classes, and the final performance will be mandatory for all participating students.

Requirements/Evaluation: Presentation(s); Performance(s); Creative project(s)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Don Mitchell '06, Auyon Mukharji '07, and Harris Paseltiner '09 have been writing, recording, and touring as the band Darlingside since 2009. They first met at Williams, and they love being back on campus.

Materials/Lab Fee: $93

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

Not offered current academic year

MUS 29 FX-based Sound and Music Improvisation for Everyone

Expand your ears and explore live sound manipulation! This course will focus on audio processing effects and music/sound improvisation, empowering students to express themselves through building a self-curated palette of sound creation, and utilizing it in solo and collaborative improvisation. In Week 1 we will practice foundational listening skills with an exploration of time and modulation effects, and a field recording/listening session in Hopkins Forest. Week 2 introduces sound improvisation exercises, signal chain testing, and on-campus field recording manipulation. Week 3 continues improvisation practice, and adds looping techniques and recording outputs to the signal chain. The course culminates in a return to Hopkins Forest and an in-class series of improvised performances. Evaluation will be based on the construction of a signal chain that allows the student to participate in the final performances. No musical experience is necessary for this course, just an earnest desire to build soundscapes with others, and foster a positive, exploratory environment. Outside of the classroom, students will be expected to complete readings, construct and practice a sound étude, and make/select field recordings for in-class use.

Requirements/Evaluation: Performance(s); Other: construction of functional sound signal chain to be used in in-class improvised performances

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading:

Unit Notes: A Williams alumnus and graduate of the ART/MXAT ITT at Harvard University, Josh Stamell is a multi-instrumentalist who plays bass in several bands in LA, and has taken a deep dive into audio fx and ambient expressive improvisations since 2018.

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

Not offered current academic year

NSCI 10 (W) The Neuroscience of Learning

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning. Topics include the neuroscience of attention, emotion, understanding, memory, and executive functions. Emphasis will be on the neuroscience applications to strategies correlated to the research. There will be opportunities for students to gain insight into their own learning processes Background will be provided by interactive lecture. Students will participate in small group and full class discussions based on their reading of assigned articles. They will engage in guided research projects in areas of their own interest and share their insights in presentations. In these, they will demonstrate their understanding of the medical model to evaluate primary neuroscience research studies for validity, value, and expand this understanding into implications and strategy applications to facilitate more successful and meaningful learning for themselves and to teach others.

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Dr. Judy Willis, M.D. M.Ed. is a board-certified neurologist is a leading authority, author, and consultant in the neuroscience of learning. Paul Willis, M.D. graduated Williams, attended UCLA Med School, neurology residency and chief residency.

Attributes: STUX Winter Study Student Exploration WELL Winter Study Wellness

Not offered current academic year

PHLH 16 (W) Addiction Studies & 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 TR, 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 TR. I expect an active discussion in class on Jan. 26 and 28. Finally, an extensive annotated bibliography and oral presentation will be presented in groups at the end of the course.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Performance(s)

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: I love teaching and I am 35+ years into recovery. I work locally as an addiction therapist. I taught at universities in Japan and South Korea in the 90's and 00's and at U Mass and Williams over the past 15 years.

Attributes: STUX Winter Study Student Exploration WELL Winter Study Wellness

Not offered current academic year

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 2026

SEM Section: 02 TR 11:20 am - 12:35 pm Kiaran Honderich

SEM Section: 01 TR 9:55 am - 11:10 am Kiaran Honderich

PSCI 158 (F) Power to the People?

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

Enrollment Preferences: first-year students

Expected Class Size: 14

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PSCI American Politics Courses

Not offered current academic year

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. Students can also email clia@williams.edu for the most up-to-date information. Students should then make their own contracts with the institution or agency. The student's fieldwork mentor should send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. Interested students should reach out to Paula Consolini at pconsoli@williams.edu by October 30th. A group meeting of all students will occur before winter study to prepare and after to discuss the experience. During winter study, 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. 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 or comparable creative work such as a program or project design, video, webpage, or set of infographics.

Prerequisites: Interested students must complete the course interest form located at https://forms.gle/iXyDxFTd27Z9FkiMA or email CLIA Director Paula Consolini at clia@williams.edu before the Winter Study Course registration deadline.

Enrollment Limit: 25

Enrollment Preferences: Political science majors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Paula Consolini will co-teach.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

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

Cross-listings: CAOS 351 / ENVI 351

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.

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: 24

Enrollment Preferences: must be enrolled in Williams-Mystic Coastal and Ocean Studies Program in Mystic, CT

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:

CAOS 351(D2) PSCI 319(D2) ENVI 351(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 Electives Policy (old requirements) ENVI Electives Social Science/Policy EXPE Experiential Education Courses POEC Depth

Fall 2025

SEM Section: 01 F 9:00 am - 12:00 pm Linsey E. Haram

Spring 2026

SEM Section: 01 F 9:00 am - 12:00 pm

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 On the Log PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Susan L. Engel

REL 11 (W) The Yoga of Meditation - Embodied Consciousness

Many of us might long for greater peace, ease, and well being in life, as well the capacity to access and bring forward our best possible selves. We may have heard meditation can facilitate such happiness and meaningfulness in life. If you have tried to meditate before, you probably have discovered that it is not obvious how to practice. This course begins in the first week with instruction into a particular form of meditation that comes to us through the yoga traditions. This practice operates on the basis of the nature of the body and the mind. Therefore it does not rely on harsh concentration or forceful, effortful mind control. With instruction anyone can learn how to meditate in this way. In addition to meditating together in each class, we explore key concepts related to meditation through embodied practices including postural yoga [asana], breathing and [savasana], or deep rest as well as through study, chanting and reflective journaling. Throughout the month each individual is encouraged and supported to cultivate a personal practice of easeful, natural deep meditation by meditating daily. This practice can continue to support fulfillment and well being throughout the course of our lives.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: Signed waiver to learn meditation

Enrollment Limit: 12

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Natasha Judson, M.Ed., E-RYT500 and director of Tasha Yoga, has taught yoga full time for over twenty-five years and travels regularly to India. An authorized teacher of meditation, she is excited to share yoga and meditation with others.

Materials/Lab Fee: $335

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

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

Not offered current academic year

REL 121 (S) Getting Spiritual With Rumi: From Sufism to Self-Help

Although he lived about 800 years ago, Rumi is often described as the "best-selling poet in the United States." His poetry and sayings are shared endlessly on the internet and social media, celebrating above all his inspiring words on love and beauty. Rumi's spiritual wisdom is seen as transcending the confines of organized religion, with its divisive dogmas and restrictive rules. What is much less well-known is that Rumi was a devout Muslim mystic, a practitioner of the Islamic spiritual tradition of Sufism. This course will take the poetry and teachings of Rumi as a lens to reflect on spirituality, both in a practical and introspective way, as well as a matter of historical and cultural analysis. We will read two types of translations of Rumi: those that adapt Rumi's work for a modern Western audience, and those that are more direct translations of Rumi's work in its original Islamic idiom. We will also do some broader readings to contextualize the medieval Sufi background that Rumi functioned within, as well as the contemporary scene of popular spirituality and self-help in the US. Through these comparative readings, we will consider the following: What does spirituality and self-cultivation mean to you personally? How does the experience and significance of spirituality change, from the context of traditional Sufism, to 21st century self-help and popular spirituality? What does this tell us about broader trends and conditions in our society? What do these intersecting traditions have to offer us in our world today?

Class Format: This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. *Please note the atypical class hours, Th. 4:45-8:30 pm

Requirements/Evaluation: Personal journaling; Short response papers; Creative final project

Prerequisites: None

Enrollment Limit: 9

Enrollment Preferences: Demonstrated interest in problems of mass incarceration, criminal justice, etc. As well as interest in spirituality.

Expected Class Size: 9

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

REL 225 Buddhism and American Literature

Just one hundred years ago, few Americans knew the first thing about Buddhism. Today, its influence is everywhere in American culture, from mindfulness programs in schools to smartphone apps like Headspace and Calm. In this course, we'll delve into Buddhism's deep impact on American literature, tracing how Buddhist principles--like emptiness, interconnectedness, no-self, and awakening--have shaped American fiction and poetry from the mid-20th century to the present. Our readings will include novels by Ruth Ozeki (A Tale for the Time Being) and George Saunders (Lincoln in the Bardo), as well as poems by Gary Snyder, Jane Hirshfield, and Arthur Sze, among others. In addition to fiction and poetry, we'll read texts on Buddhist practice and theory from various traditions, providing a richer philosophical context for understanding the literature. And along the way, we'll see how Buddhism has influenced other cultural domains beyond the literary, like environmentalism, psychotherapy, and Western attitudes toward death and dying. Last but not least, students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing them. This will allow us to experience firsthand the contemplative practices that many of the writers we'll study draw upon in their work. Ultimately, we'll explore not only how Buddhist principles can enrich creative expression but also how they can promote personal insight and transformation in everyday life.

Class Format: class meetings will consist of a mixture of discussion, lecture, and meditation practice

Requirements/Evaluation: regular participation in class discussions, in-class meditation practice, a midterm exam, and two 5-7 page essays.

Prerequisites: Previous coursework involving literary interpretation is strongly recommended.

Enrollment Limit: 30

Enrollment Preferences: ENGL and REL majors will be given priority. If course is overenrolled, students will be asked to complete a questionnaire, which will be used (possibly along with a lottery system if the enrollment numbers are very high) to determine the course roster.

Expected Class Size: 30

Grading:

Distributions: (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Not offered current academic year

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

Cross-listings: AMST 358 / WGSS 347 / LATS 341 / THEA 341

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, 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; WGSS 202 would be helpful

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

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

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 LATS Comparative Race + Ethnic Studies Electives

Spring 2026

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

STS 370 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: ANTH 371 / ENVI 371

Secondary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

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: 19

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

Expected Class Size: 19

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:

ANTH 371(D2) STS 370(D2) ENVI 371(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

Not offered current academic year

THEA 10 Dungeons & Dramaturgy: A creative research and role-playing course

In this course we will explore dramaturgy, adaptation and character work through the format of a TTRPG (tabletop role-playing game). You will choose a literary or dramatic character and, through dramaturgical research and close-reading, prepare to play that character in a D&D -inspired role-playing game. We'll start with a character creation process, during which you will research your source text deeply enough to adapt your character to the game's format, and then shift into active role play. I will serve both as professor and GM (game master), guiding the group through a world created for and around these assembled characters. We will work together in our role-play sessions to tell a rich, fun, satisfying story over the course of the term. You will learn and exercise the skills of dramaturgical research, character construction, improvisation, and collaborative storytelling. You will also learn the rules and mechanics of an adaptable game system that you can take with you beyond this course into other RPG experiences!

Requirements/Evaluation: Paper(s) or report(s); Performance(s)

Prerequisites: None

Enrollment Limit: 6

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

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

Not offered current academic year

THEA 26 (W) Adventures in Storytelling

Ever been transfixed by a compelling story told by a skillful speaker, and wondered - wow, just how do they do it?! Ever wanted to get better at telling stories, whether in personal or professional contexts, but don't quite know how to get started? Storytelling is perhaps the most ancient of human arts, with a rich tapestry of traditions and techniques that can overwhelm you with where to begin. So... begin here! In this Winter Study class, join storytelling coach Hari Stephen Kumar for a warm and guided introduction to the 5 most important principles of storytelling in a fun, friendly, and supportive environment. Through play, curiosity, joy, and a step-by-step approach, you will learn practical techniques and concepts that you can apply right away in your academic, work, and personal lives. Student performance: The class will culminate in a student showcase performance, to which members of the public are welcome! Reading: While there is no required textbook for the course, participants will be given a list of recommended books and resources for your own further exploration. Work: In-class instruction will include a mix of lecture and guided practical exercises. You will be expected to work on your stories both in class and between sessions. We will be telling stories in every class session, as well as practicing the art of

storylistening as an active audience, so you will be expected to listen to and engage with each other's stories.

Requirements/Evaluation: Performance(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Hari Stephen Kumar is a storytelling coach with 25+ years of experience ranging from engineering and sales in the high-tech industry to being a performance studies scholar and instructor in the humanities. For more, see www.ConnectConvivo.com

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

Not offered current academic year

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

Cross-listings: AMST 358 / WGSS 347 / LATS 341 / 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, 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; WGSS 202 would be helpful

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

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

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 LATS Comparative Race + Ethnic Studies Electives

Spring 2026

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 / ENGL 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), 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:

WGSS 113(D2) AMST 113(D2) ENGL 113(D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-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 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

WGSS 347 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / LATS 341 / SOC 340 / THEA 341

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, 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; WGSS 202 would be helpful

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

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

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 LATS Comparative Race + Ethnic Studies Electives

Spring 2026

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

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: 19

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

Expected Class Size: 19

Grading:

Distributions: (D2) (DPE) (WS)

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 Electives Hum/Arts/Soc Sci (old requirements) ENVI Electives Social Science/Policy EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WSP 100 (W) Drawing Science Studio Lab

Drawing Science Studio Lab (DSSL) explores the expansive intersection of art and science. Specifically, this class focuses on the natural history branch of the sciences. Students will draw from direct observation of preserved specimens including fossils, bones, plants, insects, birds, and

mammals. In 2026, we will also have a live animal drawing day. DSSL explores the way observation, drawing, and related art games make us better visual thinkers and learners. We will explore how color and pattern shape perspective; how and where scientific processes overlap with creative processes; and how observation assists in field and lab work. This course is flexibly designed for every experience level and individual methodologies are encouraged. A majority of class time is spent in observation and drawing, either in class or on field trips to The Clark and Hopkins Research Forest. Graphite, colored pencils, markers, and watercolors are our primary mediums. Our sketchbooks act as research sites for material exploration, morphological inquiry, and the ecological imagination.

Requirements/Evaluation: Creative project(s); Other: evidence of 20 drawing hours per week in sketchbooks based on individual goals set on day one of class

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Lauren Levato Coyne is an award-winning interdisciplinary artist and writer. She is interested in natural history and the ecological imagination. She has taught drawing and illustration at The Field Museum and the Prairie Research Institute at UIUC.

Materials/Lab Fee: $65

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

Not offered current academic year

WSP 101 (W) Drawing as a Learnable Skill

Representational drawing is not merely a gift of birth, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will develop your ability to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and teach creative problem solving abilities. Students need no previous artistic experience, just the willingness and desire to learn. Students will be expected to attend and participate in all sessions. Students will also be required to keep a sketchbook recording their progress and complete a final project. Evaluations will be based on participation, effort, and development. This course long taught by Stella Ehrich has been passed to her one-time student Trevor Murphy.

Requirements/Evaluation: Creative project(s)

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Trevor Murphy audited this course 10 years ago when it was taught by Stella Ehrich. He then built up an art portfolio and completed the coursework for an MFA in Illustration. He is currently working on a graphic novel.

Materials/Lab Fee: $40

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

Not offered current academic year

WSP 105 (W) The Practice of Politics

Just as planning and execution in sports or warfare is most fruitfully analyzed without regard to one's sympathies in the contest, the successful practice of politics in campaigns and legislative assemblies is best understood apart from party and ideology, as essentially the same game for both sides. This course will examine the political struggle in concrete and practical terms, with the goal of preparing students for active participation. Our exploration of strategy and tactics will begin by looking at the rules and realities of politics in the students' own hometowns. We will also evaluate notable campaigns of the past and touch if time allows on the depiction of campaigns in movies and literature. The impact of ideology and personality on electoral outcomes, the value and cost of different methods of voter persuasion, and the role of candidates, managers, consultants, pollsters, and media experts will all be weighed. Students will also learn about the realities of legislative life, including relations with leadership, staff, lobbyists, reporters,

and constituents, and the challenge of maintaining clarity in chaotic situations. Students will prepare a written campaign plan based on political conditions in their home legislative district and make oral presentations to the class on that plan. They will also give brief reports on aspects of past national campaigns and produce examples of campaign materials such as fundraising letters, press releases, and video ads.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Other: Classroom participation

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Joe Markley has thirty years of experience in every aspect of politics, including five terms in the Connecticut State Senate, employment as a manager and consultant for state and federal campaigns, and extensive grassroots organizing.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 108 (W) Yoga: Meditation in Action

Students will be introduced to the eight limbs of yoga according to the Yoga Sutras of Patanjali, including ethics, physical poses, and breathing meditation. Class time will be spent in fun, experiential exploration of yoga poses and the physical, emotional, and mental benefits they bring. By the end of Winter Study, students should have a foundation to continue their own practice of yoga as an embodied philosophy of life. To complement the class, we will read excerpts from *Light on the Yoga Sutras of Patanjali* (B.K.S. Iyengar) in conjunction with commentary from Dr. Shyam Ranganathan, author of *Yoga: Anticolonial Philosophy*. Class will meet in 2-hour sessions 3 days a week. Students are expected to complete all readings, engage in class discussions, complete the short written assignments, and attend all class sessions. Open and accessible to students of all abilities. Students with mobility restrictions should contact me prior to registration.

Requirements/Evaluation: Other: Students will be evaluated based on attendance, participation in discussions & readings, and several short written assignments.

Prerequisites: None. Open and accessible to students of all abilities. Students with mobility restrictions should contact me prior to registration.

Enrollment Limit: 14

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Anne O'Connor is a Certified Iyengar Yoga Teacher and long-time student of Iyengar Yoga. Raised in Williamstown, she attended Williams College and spent many years living in France and Germany before returning to the Berkshires in 2013.

Materials/Lab Fee: $100

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 109 (W) "Be"ing Whole; integrating mindfulness through movement, art, nature, and creativity

Want to focus this winter study on being more present? In this year's "rendition" of the class on "Be"ing Whole we will explore the neuroscience behind why mindfulness practices can help restore the homeostasis of a stressed nervous system while practicing different types of mindful movement (yoga, hiking, walking, etc.), creative art and grounding mindfulness activities (making lavender pillows, slime, stress balls, "yoga" prose, and engaging in games, etc.), and meditative exercises (body scans, loving-kindness, etc.) We will have activities such as mindful stargazing in the planetarium, mindful walk throughs of local museums, mindful cold plunge and sauna (optional), and mindful hikes (weather permitting). We will also have options to challenge ourselves as we dive into new yoga asanas. Each class will start with an invigorating/challenging yoga flow (modifications welcome) and will then continue to highlight a specific activity and journaling. What to Expect: - You will have your own mindfulness toolkit in a self-decorated canvas bag! -Playful yoga practices; we will explore having fun with movement and breath while challenging ourselves with possible arm balances and even playing around with some inversions! -Calming meditative practices - Restorative breathing exercises, yoga poses, and grounding practices - Creative/artistic expression and deeper understanding about how you cope, self-soothe, and self-regulate

Requirements/Evaluation: Creative project(s)

Prerequisites: Students need to be able to physically go on easy hikes (weather permitting) and be able to practice yoga (modifications are ALWAYS offered). Students should have an excitement and enthusiasm for learning and trying new things.

Enrollment Limit: 25

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Amy Sosne, class of '05, works at the CLiA as the Assistant Director of North Adams Elementary Outreach. She has an MD and M.Ed, multiple yoga certifications, and experience in working in wellness with individuals.

Materials/Lab Fee: $35

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 110 (W) Art and AI: Generative Art Making

Explore the dynamic intersection of artificial intelligence and artistic creation in this winter studies course. Moving beyond alarmist narratives, we embrace AI as a powerful tool for expanding artistic palettes and fostering innovation. Through hands-on learning with next-generation AI models, students will master generative art techniques, transforming original images, AI-generated visuals, and the Williams College Museum of Art (WCMA) digital collection into cinematic renderings, generative videos, and immersive films. Critical discussions will examine the ethical implications of AI in art. Students will understand AI image generation and reimagine museum collections for digital storytelling using WCMA's high-resolution photography. Students will document their process, justify source image choices, reflect critically on artistic and art historical perspectives, and analyze AI's potential for new human expression. Culminating in a group exhibition at the Spencer Studio Art Building and a local gallery, artworks will also be presented digitally and in an NFT metaverse. Students may prototype installations merging digital and physical elements. This course critically examines AI's role in art practice alongside historical image-making. Requires two 3-hour studio weekly classes (with computers) and ~14 weekly hours for projects, research, and visits to WCMA and the instructor's gallery.

Requirements/Evaluation: Creative project(s)

Prerequisites: This course welcomes students of all disciplinary backgrounds and levels of experience in the arts, especially beginners. No technical experience is required.

Enrollment Limit: 12

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Debra McGrory is a producer and educator working at the intersection of art, cinema, and technology. She is Founder and President of Kinetek, an immersive media company based in the US and UK, and Assistant Professor at The New School since 2013.

Materials/Lab Fee: $80

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

Not offered current academic year

WSP 112 Chinese Blockbuster Films: China and US competition examined through the Lens of Cinema

China and the US are competing within the fourth Industrial Revolution-technology, ideology, investment and information form the nexus. One key to success is aligning the nations' respective public with the greater national goal. For governments, the film industry is less about lucrative profits, but the power of the platform in messaging to shape and adhere the public to their national plan. The content and technical craft found in recent Chinese and US blockbuster films provide insight into tactics to support patriotic and nationalist goals. Film creators may engage in self and overt censorship forced by the leverage of "economic coercion" in order to achieve their dreams and reap financial returns. By understanding the state's needs from propaganda in film, we will examine the development of modern film messaging. By watching current blockbuster Chinese films, we will analyze the choices creatives face in authentic storytelling and the considerations made to align with various political and cultural expectations.

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading:

Unit Notes: Kim Taylor is an international and domestic entertainment marketer and business executive. She published {DragonTrax China vs US The Great Strategic Competition American Enterprise Forms the Front Line} to provide businesses with actionable insights.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 15 (W) Welding- Sculpture

In this class, students will be introduced to the welding process and will explore steel as a material for creating dimensional pieces of art. Steel, an industrial material, is amazing at defying gravity, and welding is a direct and quick way to fuse steel together. Through processes such as bending, cutting, and welding, we will explore steel as an art material.

Requirements/Evaluation: Creative project(s)

Prerequisites: None

Enrollment Limit: 9

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Samantha Pasapane is a sculptor who uses foundry methods, metal fabrication, concrete, and mold making in her work. She was born and raised in Morristown, New Jersey, and received her MFA from the Rhode Island School of Design.

Materials/Lab Fee: $600

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

Not offered current academic year

WSP 16 Introduction to Woodwork: Art, Design and Craft

In this hands-on class, students will learn basic woodworking skills and the fundamentals of design, by designing and building their own functional and beautiful small piece of furniture such as a table or stool. Students will work closely with a unique team of instructors - a furniture maker, a boat builder, and an architect - to explore the intersection of design and craftsmanship. This collaborative approach provides an unparalleled opportunity to gain insights into how various disciplines approach form, function, and materials. There will be lectures, demonstrations, discussions and field trips, but the focus of the course will be the process of designing and building your unique piece. Transportability and strategies for creating knock down furniture will be considered. The class will include safety training, tool use and joinery demos, with more advanced demos tailored to the needs of each student's design. Creativity is encouraged and the instructors are there to teach, advise and facilitate, but not direct, and each student will craft their piece with their own hands. Presentations will be during scheduled class meetings and students will need to commit 9 to 15 hours of flexible supervised shop time each week to design and make their piece. By the end of the course, each student will have created a unique, handcrafted wooden object that combines craftsmanship with personal creativity.

Requirements/Evaluation: Creative project(s)

Prerequisites: Curiosity to learn; Courage to create; Willingness to get hands dirty

Enrollment Limit: 12

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Seth Rolland '86 is a master furniture maker in Port Townsend, WA. Chris Mullen '85 is a boat builder and a heavy timber carpenter in Machias, ME. Richard Song '86 is an architect and a college instructor in Long Beach CA.

Materials/Lab Fee: $350

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

Not offered current academic year

WSP 19 Luxury brands: inside the business of desire

Luxury brands aren't about price-they're about power. They manufacture desire, signal status, and sell the idea of better taste (and the business of making people believe it). This course explores how desire is designed-and how identity, storytelling, and history create cultural icons. Students will dissect brands like Cartier, Diptyque, Ladurée, Equinox, and American Express, examining how they manufacture mystique, maintain relevance, and scale intimacy. What makes Cartier feel audacious and Tiffany feel nostalgic? Why does Amex feel like status while other cards are just plastic? What are consumers really buying: the product, the prestige, or something else? Each week blends cultural theory, real-world case studies, creative debate, and collaborative brand-building. We'll study the psychology of scarcity, the mechanics of pricing, and the art of storytelling-as well as what happens when luxury fails: when brands overexpand, alienate, or lose their edge. Students will develop and pitch their own luxury brand as a final project to an expert panel. Along the way, there will be lively debate. This isn't a business class; it's cultural theory, history, economics, and design in the wild-taught through brands you already know. Come ready to build, challenge, and rethink the meaning of worth. And why is it that the world's most successful brands never call themselves luxury? That's the magic: they let you come to that conclusion yourself!

Requirements/Evaluation: Presentation(s); Creative project(s); Other: This is a class for creators and critics-students who want to examine the world more sharply and rethink what makes something worth wanting. Method of Evaluation: Class participation (30%), 2 short written reflections (30%), and final brand pitch project (40%).Reflections//brief 1-2 page Journal that unpack how a current campaign or controversy impacts them, or trace how an indie brand/or experience earned its mystique in their view.

Prerequisites: NONE

Enrollment Limit: 20

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Linda Thompson '84 is the CEO of Biography, a prestige skincare brand. She expanded AMEX card acceptance at Christie's, built digital storytelling at Cartier, speaks 3 languages and brings branding and narrative design to every table she sits at.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 21 A State of Repair: Visible mending and what it can teach us about ourselves and our world

Alongside the recent movement towards thrifting clothes is the parallel movement to visibly mend what we already have to extend the lifetime of garments and to celebrate the act of repair. But these mending techniques are not new; in fact, they are as old as textiles themselves and they carry important lessons for us in how a repair mindset might serve us in mending broken parts of ourselves, our relationships, and the world we live in. This course is a practical studio for learning basic techniques in visible mending of clothing. You will learn techniques in darning (repairing knitwear) and Japanese traditions of sashiko and boro (combining decorative stitching and patching to repair woven fabric such as denim). While we engage in bringing garments back to a state of wholeness and utility, we will discuss and reflect on how a practice of repair can cultivate our ability to navigate the challenges we face as individuals and as a society. This will include readings and discussions on mending and repair in the contexts of mental and physical health, relationships, communities, and the natural environment. The course will culminate in an exhibit of your mending projects and a mender's statement reflecting on things you've taken from the practice of mending and reflecting on the role of repair in our lives and in our world. No sewing, knitting, or mending experience is necessary; those with experience in these skills are also welcome to join and deepen their practice.

Requirements/Evaluation: Paper(s) or report(s); Creative project(s)

Prerequisites: Strong interest and willingness to learn techniques in mending textiles and engage in thoughtful discussion

Enrollment Limit: 12

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading:

Unit Notes: Margaret Gould Stewart is a life long crafter who has developed an active practice of visible mending and often repairs clothing for others as an act of service. She spent 30 years leading design teams at ground-breaking tech companies.

Materials/Lab Fee: $125

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 23 Traditional Ecological Knowledge and the Climate Crisis -Indigenous Knowledge and Conservation

We are in the midst of a mass extinction, the sixth in our planet's history and the first that is caused by humans. Yet we continue to make choices to borrow from the future to live well today. Nature managed by indigenous peoples and local communities is under increasing pressure but is generally declining less rapidly than in other lands. [Traditional Ecological Knowledge] is the term used, in part, to describe cooperative human, land, and animal management. How has our settler, as opposed to indigenous, view of nature and wilderness in America influenced decisions about land and the management of natural "resources"? How can conservation professionals work with indigenous communities to protect biodiversity and bolster indigenous cultural traditions? What does the intersection of ecology, culture, and spirituality look and feel like in America in the 21st century? We will explore these questions through readings, discussion, film, podcasts, recorded presentations from indigenous scholars, and guest speakers from Tribes whose homeland is in present day Massachusetts. Students will participate in interviews and discussion with conservation professionals from: [First Light and the Wabanaki Commission, The Nature Conservancy's Indigenous People and Local Communities effort, and the Massachusetts Land Trust Coalition's Tribal Ally effort]. Our goal is to gain a better understanding and respect for indigenous knowledge and to help mitigate our impacts to Earth.

Requirements/Evaluation: Presentation(s); Creative project(s)

Prerequisites: NA

Enrollment Limit: 12

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading:

Unit Notes: Beth Mills, Ph.D., is a cultural geographer who has a long career in conservation and has worked in academia, with local governments, and with tribal governments and land trusts in the Southwest and the Northeast.

Materials/Lab Fee: $50

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 24 Lights, Camera, Purple! Exploring Cinematic Storytelling through Williams alumni filmmakers

From the Golden Age of Hollywood to the Blockbuster era and beyond, Williams alumni have been in the thick of shaping American cinema. CinEPHiles, including legendary screenwriter and producer Charles Brackett (Class of 1915), Oscar-winning director Elia Kazan '30, renowned independent filmmaker John Sayles '72, and most recently Liza Johnson '92 and Sarah Megan Thomas '01, are just a few who have left an impact on the filmmaking landscape. In this course, we will use the filmic works of Williams alumni to illustrate and analyze narrative filmmaking. Starting with the foundational concepts of story structure outlined in Aristotle's Poetics, we will establish a baseline understanding of narrative theory and how screenplays are written. From there, we will conduct close readings of scenes as well as overall narrative structures that demonstrate how these ancient insights remain relevant. Possible films include Sunset Boulevard, On the Waterfront, The Manchurian Candidate, The Graduate, Matewan, My New Gun, Return, and A Call to Spy. Three weekly class meetings will consist of lectures, discussion, group viewing sessions and student presentations. Outside of the classroom, students will be expected to read articles, watch films, and complete a final essay or creative project.

Requirements/Evaluation: Paper(s) or report(s); Creative project(s)

Prerequisites: N/A

Enrollment Limit: 20

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading:

Unit Notes: Rob Swann '90 worked at Discovery Channel for 12 years and holds an MA in Producing Film & Video from American Univ. Devin McGrath-Conwell holds an MFA in Writing for Film & TV from Emerson, and most recently wrote/produced the short film Watchdog.

Materials/Lab Fee: $75

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

Not offered current academic year

WSP 27 Design & Creative Mastery: From concept to creation with the latest design tools & equipment

In this creative design class, we will explore various digital design platforms, from Canva to Adobe Photoshop and Illustrator, to produce dynamic projects using a wide range of printing equipment. Through hands-on experience and real-world projects, you will develop the skills necessary to create logos and marketing materials, as well as explore multiple print methods, including laser engraving, UV-led printing, direct-to-garment (DTG) printing, sublimation, and vinyl print & cut procedures.

Requirements/Evaluation: Presentation(s); Creative project(s)

Prerequisites: None, but familiarity with basic design concepts is helpful.

Enrollment Limit: 10

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading:

Unit Notes: Elinor Goodwin and Jared Sprague make up the design team from The Print Shop on Spring St. Elinor has decades of experience with design/promotion of special events, while Jared's passion lies in creating graphic novels - digital and traditional.

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

Not offered current academic year

WSP 28 Playwriting

A playwright is an author of a play, a dramatist. But this compound-"the wright of plays"-conveys more forgotten meanings in its historical usage in Old English. Up till the Elizabethan time, a "wright" means an artificer or handicraftsperson, especially a construction worker. Another connotation, now obsolete, applies to the deity and means the creator. This course invokes the playwright's ancient double-occupation: we shall approach playwriting as a craft, i.e., a hands-on technique we can usefully acquire, and we shall use this craft to create worlds beyond the ordinary. The course will meet three times a week. In the first half of each session, the instructor will run an improvisation workshop, where students explore free-writing from prompts, to create building blocks for their scene works. Here, students will learn to build dramatic snippets from sound units, phrases, voices, to monologues, dialogues, scenes of sets and actions, and expand to plays with coherent structures or more experimental forms. The second half of each session will consist of a non-judgmental developmental workshop facilitated by the instructor. All students will have each other read out their written scenes and reflect on each work as a group. These development workshops aim to help students discover their themes, methods, languages, and styles, with a secondary goal to culminate in a final project at the end of the course.

Requirements/Evaluation: Presentation(s); Creative project(s)

Prerequisites: N/A

Enrollment Limit: 10

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Siting Yang is a theatermaker and scholar of literature. A PhD student at Harvard, her research focuses on dramaturgy, political theater, documentary media, and intersections of non-fiction, history, and theatricality from modernism to the present.

Materials/Lab Fee: $50

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

Not offered current academic year

WSP 29 Take Control of Your Future: understanding personal finance so that you can achieve your goals

Even if you think you're not interested in finance, finance will determine the pathways of your life, whether you aspire to be a banker, a scholar, or an artist. Let's demystify personal finance by bringing it to life with examples you will encounter in the future: financing your post-graduate education, buying a home, investing for your retirement. How should you assess your investment options (e.g., what is a mutual fund?), when should you take on debt (e.g., what is a mortgage and how do you get one?), and how much should you plan to save from your earnings to achieve your goals (e.g., do you need a budget)? For your final presentation, you will pick one of 3 options that take you through the exercise of assessing the value of an investment and the cost of financing it with savings or loans. You can also propose an alternative scenario for your final presentation. Create a plan to finance your post-graduate education. Create a plan to buy your first home. Create an investment portfolio of stocks and mutual funds for your retirement. Upon completion of this course, students will develop a basic understanding of the language of personal finance so that they know how to use the tools that can help them make better life decisions.

Requirements/Evaluation: Presentation(s)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading:

Unit Notes: BA from Williams '93 in English; MBA from Harvard '01. 30 years of experience investing in the technology sector as a portfolio manager at PRIMECAP and Wellington.

Materials/Lab Fee: $50

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 34 Words Gone Wild: a nature writing workshop

"Instructions for living a life: *Pay attention. Be astonished. Tell about it*," Mary Oliver wrote in her poem "Sometimes." In this seminar we will heed Oliver's call by cultivating two practices: learning to slow down and pay closer attention to the natural world around us, and finding fresh ways to write about what we find. Class sessions will be dynamic workshops filled with playful prompts to build your attention muscle, rouse your inner artist, and shake up your writing habits. We might fill the whiteboard with clichés about the night sky so you never have to write one again. We might compose a monologue from the perspective of a crow. Or a rock. Or a frozen pond. On your own time you'll be expected to spend time outdoors in places of your choosing, whether right on campus or in nearby fields or woodlands, making written or illustrated notes about what you observe. If possible, we'll go on one or two short naturalist-led walks together to open up our eyes to the hidden life around us, but no previous nature study is required to enjoy this course. Short selections by writers such as Robin Wall Kimmerer, Richard Powers, Ross Gay, Helen Macdonald, Aimee Nezhukumatathil, Peter Wohlleben, and Terry Tempest Williams will provide conversational fodder and inspiration. Your final project will be a portfolio or single written work consisting of at least 20 pages of prose that creatively conveys your personal connection to-or even alienation from-Williamstown's wild winter realm.

Requirements/Evaluation: Paper(s) or report(s); Creative project(s)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Sara St. Antoine '88 writes about humans and the wild world. Her middle grade novels include Three Bird Summer (Candlewick) and Front Country (Chronicle). She also edits Stories from Where We Live, a series of literary field guides (Milkweed).

Materials/Lab Fee: $50

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

Not offered current academic year

WSP 36 The Wonder of the Winter Woods

This course will have you marveling at the wonder of our winter landscape. Explore Hopkins Memorial Forest and other local natural areas as you learn to identify local flora and fauna through hands-on exploration and careful observation. We will take a broad look at the winter ecology of our forests, with individual class sessions each focusing on a major group of organisms (e.g., trees, fungi, mammals, birds, insects, etc.). Learn to navigate the woods like a seasoned naturalist, master dichotomous keys, track elusive mammals, distinguish between local tree species, and much more. Through nature journaling and guided explorations, you'll sharpen your observational skills and cultivate a deeper appreciation for the quiet beauty of a winter ecosystem and the resilient life that thrives in our New England forests. Prepare to bundle up and venture out, as this course combines indoor learning segments with outdoor explorations, fostering a sense of connection with the natural world, even in the depths of winter. This course would be best suited for aspiring naturalists, environmental studies and biology students, or anyone seeking a deeper connection with the natural world. Coursework includes keeping a nature journal throughout the course, readings, independent nature observation, and a final presentation.

Requirements/Evaluation: Presentation(s); Other: Nature journals

Prerequisites: None

Enrollment Limit: 11

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading:

Unit Notes: Elise Leduc-Fleming is the Hopkins Forest Manager. She is a Certified Field Naturalist , has completed Levels 1-3 of the Kamana Naturalist Training Program, and has been teaching outdoor environmental education programs for all ages for 15 years.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 39 U.S. Health Care: Policy and Political Opportunities and Challenges

The course will give students a basic understanding of the U.S. health care system, which they can use in future classes (such as political science, economics, public health), and in post-grad work, school and life. The class will primarily involve group discussions about health care in the U.S., and students will be able to share their perspectives about different issues. Each student will choose a specific part of the U.S. health care system to explore in greater depth for a short, written document and an individual or group presentation. Students will come away with a broad understanding of health care in the U.S.; how different policies may affect access, affordability, quality and innovation; and how politics influences government programs (such as Medicare, Medicaid and the Affordable Care Act), and in the private sector. (Health care is a complex matrix of delivery, financing, public health, research and social services, and is ~ 18% of the U.S. economy.) The class will also examine how the U.S. health care system compares to other countries' health systems. Reading material will be individualized to each student's area of interest, but general material will include Dr. Atul Gawande's New Yorker articles, recent news articles, and data and perspectives pieces from Health Affairs and non-profit organizations, such as KFF, Brookings, Commonwealth and AEI. Guest speakers will provide additional insights, and a field trip may be arranged to a nearby health care facility.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Other: Class participation

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Mike Miller, MD '82 has over 30 years working with government agencies, companies, nonprofits, and patient advocacy groups on health policy, communications and advocacy focusing on improving access and affordability to innovations.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 40 Deciphering Data and Sharing Science

Figures may tell the most important story of a scientific article, but they are often dense and confusing to non-experts. In this course, students will learn to effectively interpret both qualitative and quantitative data visualizations. Additionally, they will explore creative ways of communicating science to different audiences, ranging from maps to data sonification to graphs. This course will intentionally incorporate different perspectives, discuss a wide variety of data types, work from a broad definition of science, and will actively welcome students from all majors. The course format will be loosely based on the Scientific Method. Week one will focus on gaining an understanding of relevant data visualization questions and context; week two will bring in different data- and communication-related methods; week three will look at specific products or results of those methods; and week four will require students to apply new knowledge to their own work. Throughout the month, students will contribute to a participatory science project of their choice. The course will end with each participant presenting their own data visualization project on a data set relevant to their interests. Weather permitting, one or two days of this class will take place outdoors, ideally using snowshoes to participate in place-based science projects. Other class meetings will be a mixture of interactive, seminar- and lecture-style formats, with a possible visit to the College Archives.

Requirements/Evaluation: Presentation(s); Creative project(s); Other: Participation

Prerequisites: None, although students should be willing to learn about and engage with interdisciplinary approaches to science, communication, and data visualization.

Enrollment Limit: 15

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading:

Unit Notes: Nell's academic background is in geosciences, art history, natural resources, and experiential education. She has worked in outdoor education, search & rescue, program coordination, field research in geology & ecology, and backcountry trip leading.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 41 (W) Knitting for Mindfulness (Beginner)

"In knitting, when you create the first stitch of a new project, you cast on. When an item is finished, you bind it off. Both of these actions, I've found are incredibly satisfying - the bookends of something manageable and finite. They give me a sense of completion in a world that will always and forever feel chaotic and incomplete." - Former First Lady Michelle Obama, The Light We Carry In this studio course, intended for beginner knitters, students will be introduced to the calming, joyful and meditative practice of knitting as both a creative outlet and a means of reducing anxiety and stress. Throughout the course, students will gain standard knitting techniques and skills while exploring the physical and mental health benefits associated with this practice. Through hands-on instruction, students will learn basic knitting techniques. They will also learn how to read a knitting pattern and how to select appropriate yarn and needles for knitting projects through in-person field trips to two local yarn studios. By the end of the course, students will have produced a cowl, a hat, and a project of their own design. By the end of the course, students will have developed a foundational knowledge of knitting and mindfulness techniques as well as skills and techniques to explore their own creative designs through the production of a personal knitting pattern.

Requirements/Evaluation: Creative project(s)

Prerequisites: N/A

Enrollment Limit: 12

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Ashley Weeks Cart '05 is a Berkshire-based artist/photographer and an obsessive knitter. Ashley holds a BA in Art and WGSS from Williams College and a MA in Curatorial Practices and the Public Sphere from the University of Southern California.

Materials/Lab Fee: $120

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 43 (W) Knitting for Mindfulness (Advanced)

For students who already know basic knitting techniques but want to take this skill to the next level. This course is designed for experienced knitters looking to learn how to do more advanced skills such as stranded colorwork and sweater making while building community with fellow knitters. In addition to hands-on practice, students will deepen their understanding of knitting theory and design principles. They will learn how to read and interpret complex knitting patterns, adapt designs to suit their preferences, and troubleshoot common challenges that arise in advanced projects. Through hands-on instruction, students will improve their foundational skills of knitting as well as learning the history, art and technique of stranded colorwork. They will also learn how to read a knitting pattern and how to select appropriate yarn and needles for knitting projects through in-person field trips to two local yarn studios. By the end of the course, students will write and produce their own stranded colorwork pattern and project.

Requirements/Evaluation: Creative project(s)

Prerequisites: Must demonstrate knowledge of how to knit, purl, cast on and cast off. Email samples of previous knit projects.

Enrollment Limit: 10

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Ashley Weeks Cart '05 is a Berkshire-based artist/photographer and an obsessive knitter. Ashley holds a BA in Art and WGSS from Williams College and a MA in Curatorial Practices and the Public Sphere from the University of Southern California.

Materials/Lab Fee: $140

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 45 Mobility and the Modern World: Transit, Policy, and Innovation

How we move-by car, train, plane, or scooter-shapes economies, cities, and daily life. Yet, transportation is also a leading contributor to climate change, social inequality, and urban sprawl. This course explores the past, present, and future of mobility through global case studies and hands-on activities. Students will examine public transportation systems, rideshare platforms, highway expansion, aviation, congestion pricing, and autonomous vehicles, considering their impacts on sustainability and equity. We'll investigate the rise of Uber, the future of the bus, and informal transit systems like Kenya's matatus. The course also covers accessibility, focusing on paratransit in the U.S. and rural transit challenges, using the Berkshire Regional Transit Authority (BRTA) in Williamstown as a case study. Through policy debates, design challenges, and guest lecturers, students will explore questions like: Should cities build more bike lanes? Who benefits from congestion pricing? Can electric vehicles help solve climate change? How do informal transport systems thrive where formal ones fail? By the end, students will be prepared to critically assess transportation policies and propose solutions for a more sustainable, equitable, and efficient future.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading:

Unit Notes: Gaston Kelly '11 leads Uber's global transit partnerships, helping public agencies improve access to transportation. He previously worked at bike and car-sharing startups and holds a Master of Public Policy from the London School of Economics.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 50 A PATH TO JUSTICE: THE ANATOMY OF A CRIMINAL CASE

This course examines criminal justice from a Constitutional perspective. We will focus on how the conduct of a criminal case is driven by principles set out in the Constitution's 4th, 5th, and 6th Amendments. We will look at the evolution of these principles through an examination of actual cases, and the effect that the criminal justice process has on actual litigants. During the course, we will review how individual cases proceed through this process from the investigation, through arrest and pre-trial preparation, and later to trial and possible appeal.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Other: 1 paper, 1 oral presentation, Final Exam

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Jim Quay devoted most of his law practice to the cause of social justice, through a concentration in criminal defense litigation. He left his private practice to spend the last 21 years as an attorney for the New Hampshire Public Defender.

Materials/Lab Fee: $167

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 51 (W) Arts in Prewar Paris

In the years around World War I, Paris attracted creative talents from across Europe. This fertile cultural moment witnessed an extraordinary collection of artists collaborating on projects, exchanging ideas, and exploring new ways of perceiving the world. This course will immerse you in vibrant Belle Époque Paris, through works of music, visual art, dance, theater, and literature. We will spend the most time on the work of two especially prolific artists who were friends and collaborators: Pablo Picasso and Igor Stravinsky. Other artists examined will include Claude Debussy, Guillaume Apollinaire, Gertrude Stein, Henri Matisse, and Jean Cocteau. Students will examine artworks from the WCMA collection and the Clark Institute and

watch orchestral and ballet performances online or at the library. This course will meet 6 hours a week for discussion, field trips, and lectures. Students will complete brief reflections and presentations on what they heard, read, and watched.

Requirements/Evaluation: Presentation(s)

Prerequisites: interest in music, visual art, dance, and/or poetry

Enrollment Limit: 12

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Nathan Cornelius pursues a multifaceted career in music composition, guitar performance, and teaching. He has a DMA in guitar and MM in music theory pedagogy from Peabody Conservatory and an MM in guitar and composition from the University of Denver.

Materials/Lab Fee: $5

Attributes: EXPE Experiential Education Courses

Not offered current academic year

WSP 52 Beyoncé, Maritime Community, and History

Beyoncé's *Lemonade* (2016) went beyond the traditional studio album, with a film that illustrated the connections between American music, maritime cultures, and Black communities from Louisiana to the Sea Islands. In this class, we will use three Beyoncé music videos ("Love Drought," "Hold Up," and "Formation") as entry points into these communities, not only analyzing the imagery of the videos themselves, but also rooting them in the history explored therein. In doing so, we will reflect on how different media connect us to the past. As part of the course, we will spend a long weekend in Mystic, Connecticut, visiting the Mystic Seaport Museum, exploring the *Entwined: Freedom, Sovereignty, and the Sea* exhibit, and hearing live music. Students will end the term with a presentation that creates and collects media to tell a story of a maritime community.

Requirements/Evaluation: Presentation(s

Prerequisites: No prerequisites required

Enrollment Limit: 15

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading:

Materials/Lab Fee: $210

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 53 The "radical possibility" of education: A hands-on introduction to critical pedagogy

The scholar and educator bell hooks wrote that education should be "the practice of freedom" and described the classroom as "a radical space of possibility." What does that mean, and what does it look, sound, and feel like? Throughout history, teachers and students have been at the heart of social justice movements, whether in K-12 schools, on university campuses, or in community-based freedom schools and other political education projects. In doing so, they have participated in the tradition of *critical pedagogy* - i.e., education that interrogates power in order to resist oppression and promote collective liberation. In this course, we will learn about the *theories* of critical pedagogy while also attempting to co-create a *practice* of critical pedagogy in our classroom. We will learn through classroom dialogue, hands-on activities (art-making, movement, games), and guest talks and workshops. A core assumption of critical pedagogy is that teachers should share power with their students, so as students, your experiences and interests will help to shape our time together! This course is open to all Williams students, but it would be especially useful for anyone interested in education, critical theory, or organizing and activism. If you register, please be prepared to participate in loving reflection and dialogue about identity, power, and privilege, and to experiment with non-traditional mediums in class, including visual art, poetry, and movement.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Creative project(s)

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Anna Deloia is an educator, researcher, and writer, as well as the co-director of the critical pedagogy project Imagining More Just Futures. She is a Williams alum, and she got her MA and PhD in education from Harvard University.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 54 Intro to Century Plate Lithography

Developed at the end of the 18th century, lithography is a printmaking process that uses the incompatibility of oil and water to produce prints. Whereas intaglio printing is created by etching into a surface and relief printing is created by applying ink to a raised area; lithography works on one plane and is a direct translation of a drawn image. A drawing is created with a greasy material onto either limestone or aluminum plate and is etched into the surface. Traditional lithography uses a lot of harmful chemicals like lithotine, nitric acid, asphaltum to etch. This class will be using revolutionary non-toxic methods and chemicals developed by Smith printmaking professor Dwight Pogue and Skip Klepacki of C.S. Pogue Graphics to create beautiful lithographs without harming ourselves or the environment. Students will work on "Century Plates", aluminum plates that can be reground like traditional limestone. Students will leave with at least three editions of lithographic prints and a basic understanding of non-toxic approaches to lithography.

Requirements/Evaluation: Creative project(s)

Prerequisites: Strong preference given to students who have already taken printmaking or drawing courses and are studio majors.

Enrollment Limit: 6

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading:

Unit Notes: Krystal DiFronzo is an artist and educator. They received their BFA from the School of the Art Institute of Chicago in 2012 and their MFA in from Yale School of Art in 2020. They are currently the Printmaking Technician at Williams College.

Materials/Lab Fee: $300

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

Not offered current academic year

WSP 55 (W) Home Economics: Living on your own

Sometimes learning by doing is the only way to feel comfortable with a new task/skill. This course will empower students who have never lived on their own to cook, fix, and "make-do" while living solo. We will focus on the "how" and "why" of the skills we learn. Students will work together while the instructor is available for troubleshooting and advice. Over three weeks, students will experiment with car maintenance, food preparation, and household tasks. The final week will be dedicated to learning the skills people would like to learn, taught by the instructor and students if they have certain expertise. Reading and videos will supplement this hands-on course.

Requirements/Evaluation: Presentation(s); Performance(s); Creative project(s)

Prerequisites: No specific prerequisites.

Enrollment Limit: 12

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Life-long learner hoping to keep learning and teach what I've picked up. I am the assistant Alpine Ski Coach at Williams.

Materials/Lab Fee: $165

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 58 Telling Your Story: An Introduction to Writing Memoir and Personal Narrative

William Zinser notes that "Memoir isn't the summary of a life; it's a window into a life, very much like a photograph in its selective composition. It may

look like a casual and even random calling up of bygone events. It's not; it's a deliberate construction." In this class, we will practice deliberate construction, selecting moments and themes from our own lives and applying a number of writing and workshopping techniques to bring them to life in ways that captivate readers. We will read, watch, and discuss several masterful works of personal narrative. We will typically meet twice a week for two and a half hours. One-on-one office hour conversations between each student and the instructor will be required in weeks one and three of Winter Study. Additional course hours will involve independent reading and writing. Students will receive extensive feedback from peers and the instructor on their work.

Requirements/Evaluation: Paper(s) or report(s); Other: Engagement in discussions and workshopping of peers' writing

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading:

Unit Notes: Amanda Norton, Williams College 2000, holds a PhD in German literature from the University of Chicago. She is currently working on an MFA in Prose and Poetry at Northwestern University and she reviews books for Newcity, a Chicago cultural magazine.

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

Not offered current academic year

WSP 60 Short Fiction to Film

In this course we will read short stories and view their film adaptations. The class will explore what makes a story worth adapting for the screen, how short fiction is expanded upon for viewing purposes, and the differences in appealing to reading and watching audiences. Among consideration are stories by Claire Keegan, John Cheever, Daphne du Maurier, and Stephen King. Stories will be evaluated as literature in one class, and film adaptations will be discussed in a subsequent class. The course will focus on the methods of translation between the two genres.

Requirements/Evaluation: Paper(s) or report(s)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading:

Unit Notes: Steve Wertimer '77 had a 40+ year career in film production -- assistant director, production manager, director, producer. Jane E. Bolster, Adjunct Assistant Professor, City College of New York, English Department.

Materials/Lab Fee: $50

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 62 Curating the Future: Art and Museums in the Digital Age

How are digital technologies such as NFTs, blockchain, AI, and virtual platforms transforming contemporary art and museums? This course examines how emerging digital media reshape museum collections, exhibitions, and audience engagement, challenging and expanding traditional curatorial practices. Through lectures, virtual guest speakers, and robust discussions, students will explore ethical complexities and practical implications of digitization, ownership, and accessibility. Utilizing Williams College Museum of Art's online resources during its closure, students will conceive, design, and present their own digital exhibitions or curatorial proposals. A required field trip to MASS MoCA will provide students with additional firsthand experience with contemporary digital artworks. *No prior digital experience required. Students from all disciplines interested in art, museums, and technology are welcome.*

Requirements/Evaluation: Presentation(s); Creative project(s)

Prerequisites: None, although some art history background would be helpful.

Enrollment Limit: 10

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Danielle King is an artist, writer, and curator. She has a BA from Harvard University, an MBA from Yale University, managed the Dept. of Painting and Sculpture at MoMA for eight years, and is an Adjunct Lecturer in Creative Computation at SMU.

Materials/Lab Fee: $90

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 63 Seeing Your Surroundings: Urban Sketching and Visual Thinking

This course invites students to explore urban sketching as a powerful tool for seeing and understanding the world around them. Students will capture the essence, mood, and stories of everyday life through on-location drawing, transforming the ordinary into the extraordinary. Classroom sessions will cover techniques, storytelling, and creative approaches, while outdoor sessions around campus and nearby areas provide immersive, hands-on practice. No prior drawing experience is needed-just curiosity and a willingness to see differently. There will be a potential field trip for sketching at Mass MoCA.

Requirements/Evaluation: Presentation(s); Creative project(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Scott Henderson, an architect and artist, has managed Capital Projects at Williams for 9 years. He is passionate about integrating sketching into daily life to enhance observation, creativity, and understanding.

Materials/Lab Fee: $100

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

Not offered current academic year

WSP 64 Doing Social Science Research with AI

This Winter Study will explore how AI tools like ChatGPT can be used in social science research. We will ask questions like: Can AI predict the future of geopolitics? Is it possible to trace Chinese government censorship by comparing models like DeepSeek with OpenAI? How can we use AI to map changes in economic inequality across the globe? Social science research is construed here in a broad way: it can include patterns like gender in fiction and film, the automated classification of climate change denialist discourse, or the prediction of important philosophers. Students will work in small groups on topics they choose and that are generated in discussion. We will examine a variety of previous work where social science research has used AI. We will also explore data sources such as Our World in Data https://ourworldindata.org/ and social media data. There will be experimentation with prompt engineering during class and comparisons of the strengths and weaknesses of different AI models. Students will collaborate on projects in small groups of 2-4 and also work on the social problems or issues they are interested in. This Winter Study will be of interest not just to political science or sociology and anthropology or economics majors, but to any students who would like to learn about how AI technology can address urgent societal challenges.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading:

Unit Notes: Ralph Schroeder ('80) has been professor at the Oxford Internet Institute at the University of Oxford for 20+ years. His current work is on how AI can help in developing social theory: https://www.oii.ox.ac.uk/people/profiles/ralph-schroeder/

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 66 Gender, Justice and the Court

This course will focus on key Supreme Court and other judicial decisions involving gender equity, reproductive rights, and constitutional protections for historically underrepresented groups. We will focus on the social and historical context of major Supreme Court decisions as well as the biographical profiles of the parties, advocates and jurists who played major roles in the cases. Key decisions will span the 20th century through the present day, including Lochner, Frontiero, Obergefell, and Dobbs. Course material will include case decisions, judicial confirmation hearing videos and transcripts, judicial biographies and memoirs, and film documentaries. Students will select a medium of their choice to analyze a Supreme Court case in its social context or conduct oral history interviews of the parties involved in a case. The final week of the course will include a trip to Washington DC to attend oral arguments at the Supreme Court, meet with staff on the Senate Judiciary Committee, and visit with nongovernmental organizations focused on the gender equity and the courts such as the Brookings Institution and the National Women's Law Center.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Sarah Wilson is an attorney in Washington DC. She previously worked as a federal judge, in the White House Counsel's Office and the Department of Justice. She is a graduate of Williams, the Yale American Studies Program, and Columbia Law School.

Materials/Lab Fee: $125

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 68 Land Matters: A survey of issues and tools involved with owning and managing land

This course will introduce students to a host of issues and tools related to owning and managing land through a combination of classroom discussions, hands-on use of boundary tools, and at least three field excursions to nearby Vermont parcels and land record repositories. From the perspective of one owning or being responsible for a parcel of land, the class will explore topics including: components and types of deeds, "the bundle of rights," boundary determination, hierarchy of evidence, encumbrances, conservation easements and their effects on forest management, agriculture and development. Readily available, on-line tools for researching boundaries and ownership will be employed including: Geographic Information Systems (GIS), Parcel Data Layers (tax maps), Global Positioning Systems (GPS), Orthophotography, Lidar. soils maps. Field trips will include reconnaissance to relocate boundaries on a Nature Conservancy parcel in Pownal; deed research to attempt resolution of an uncertain/disputed boundary on a piece of town-owned land in Pownal; a visit to and discussion with an owner of a conserved agricultural property; site visit to a sustainable forest management operation. Students will work collaboratively to design and execute a final project tying in the various components of land ownership/management.

Requirements/Evaluation: Other: collaborative project to be designed and executed by the group

Prerequisites: Suitable for students interested in land-based, natural resources careers. Must have read the text of the "Stone Hill Map" on display at the Zilkha Center

Enrollment Limit: 7

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading:

Unit Notes: A licensed land surveyor for decades, Paul Hannan has also been a beef & berry farmer, logger, conservation director for a land conservation fund, a VT legislator, Commissioner of VT Dept of Forest, Parks & Recreation and an avid outdoor recreator.

Materials/Lab Fee: $50

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 70 Forging Character: Aikido and Cultivating Your Best Self

The highest compliment one can pay is to say someone has excellent character. What does that mean? Excellent character is not a product one can

buy, nor the result of some single extraordinary experience, but instead the result of a thoughtful chain of actions over an extended period of time. As it happens, there are practices that help forge character, and this class will immerse you for the month in one of the best of them: the martial art of Aikido. Aikido blends Japanese Samurai Jujitsu body techniques and Kenjutsu sword work with the idea that resolving conflict works better when you don't hurt the other person. In practical terms, there are no kicks and no punches, and it looks rather like dancing with someone who doesn't know they want to dance with you. Regular Aikido training is, at its core, a joyful exercise in connecting with an ever-changing series of opponents, and repeatedly making the mental and physical adjustments necessary to turn each opponent into a partner. Aikido training is thus a habit-forming repetition, in the face of conflict, of the act of staying centered and balanced while generating compassionate thoughts, thoughts that in turn generate harmonious actions. Any sincere Aikido training, by its very nature, gradually replaces our flight/flight response with this noble peacemaking reaction as our default response in times of stress, conflict, or attack - which are precisely the situations when one's character is most clearly on trial.

Requirements/Evaluation: Performance(s); Creative project(s)

Prerequisites: same physician's approval on file as the school requires to participate in team sports.

Enrollment Limit: 14

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Robert Kent '84 holds a 4th degree black belt in Aikido, and an MA in Philosophy, writing his thesis on the Ethics of Authenticity. He is President of Aiki Extensions, which brings the strategic insights and practical wisdom of Aikido into the world.

Materials/Lab Fee: $85

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 71 Yoga for Athletic Training: Mobility & Flexibility for Off-Season Athletes

Designed for all athletes - specifically for those who are off-season - this course will help improve your flexibility, increase your range of motion, and will generally prepare you for the upcoming season. Higher in intensity than Yoga for Athletic Recovery, students will learn the core asanas (yoga poses), the variations that are appropriate for your body or sport, and will move through a variety of Yoga Flow sequences. We'll explore how different stretches and poses benefit different sports, and will focus on balance, coordination, and mobility. In addition, we will explore how Pranayama (breath control) and meditation can help with stress management. This class is a mindful way to bring more stretching and awareness into your daily activities so as to avoid injuries and promote overall health and well-being. At the end of each session, students will have time to journal either on the day's yoga practice or in response to a prompt or poem. In addition to keeping a journal, the final project in this class will be to design a yoga practice that is specifically beneficial to you or your sport. Students can work in groups of 2-3 and will present the last week of class.

Requirements/Evaluation: Presentation(s)

Prerequisites: Please email me to let me know a little bit about yourself and why you would like to take this course! Note that if you currently have an injury and are unable to bear weight on your hands or feet, this probably isn't the right time for you to enroll.

Enrollment Limit: 22

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Mary Edgerton is a RYT 300 yoga teacher with multiple additional trainings. She has taught yoga at Williams for many years, working with students, athletes, faculty and staff. She also offers other yoga classes within the Williamstown community.

Materials/Lab Fee: $80

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 72 Yoga for Athletic Recovery: Rest & Recovery Yoga for In-Season Athletes

Designed especially for in-season athletes, this course is also appropriate for anyone who works out hard and wants to learn to how to stretch effectively. Yoga can offer significant benefits for athletes, enhancing flexibility, balance, coordination and also allowing for effective recovery after strenuous activity. Each session will offer a full body stretch and the opportunity for tired athletes to rest and recover. Students will learn the core asanas (yoga poses) and their variations, with particular focus on hip, hamstring and shoulder openers that are so beneficial to athletes. We will also

explore breath work and other mindfulness exercises to combat stress and mental fatigue. A restorative and mindful practice, there will be time at the end of each session to journal and reflect on the experience. In addition to keeping a journal, the final project in this class will be to design a restorative yoga practice that is specifically beneficial to you or your sport. Students can work in groups of 2-3 and will present the last week of class.

Requirements/Evaluation: Presentation(s)

Prerequisites: Please email me to let me know a little bit about yourself and why you would like to take this course! Note that if you currently have an injury and are unable to bear weight on your hands or feet, this probably isn't the right time for you to enroll.

Enrollment Limit: 22

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Mary Edgerton is a RYT 300 yoga teacher with multiple additional trainings. Shas taught yoga at Williams for many years, working with students, athletes, faculty and staff. She also offers other yoga classes within the Williamstown community.

Materials/Lab Fee: $80

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 73 Environmental Advocacy Skills in a Climate-Changed World: An Onshore Wind Project Case Study

Despite the many 2025 uncertainties in the U.S. and globally for environmental and energy policies, some things are certain: greenhouse gas emissions and CO2 levels are increasing, as are the resultant damages and costs-thus, we continue to need more and more electricity, heating and transportation fuel sources that do not rely on fossil fuels. In this course, students will experience what it is like to advocate for or against a proposed clean energy project-a wind project-and confront the range of critical trade-offs involved in addressing climate change. After being provided with some basics of wind power technology and impacts, through a combination of research and advocacy exercises students will alternate between advocating for and against the project, thereby gaining insights into competing sides of controversy while learning a range of environmental policy and legal issues as they proceed. Students will draft and orally present to their classmates a newspaper-style op-ed; will interview (using Zoom) someone working in the clean energy field and then present ta summary of what was learned; will conduct in class a short examination of a witness; and in the last class, present a closing argument using any combination of video, posters, slides, or other media. Readings and videos from live links in the syllabus, and some handouts, will provide a concise overview of wind power; the legal process for review of a wind project; and oral and written advocacy strategies.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Performance(s)

Prerequisites: Preference to Environmental Studies majors and concentrators, then by lottery

Enrollment Limit: 16

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading:

Unit Notes: Jeff Thaler is a nationally-recognized clean energy and environmental lawyer, and adjunct law professor. He has handled a wide range of clean energy projects, including on-and-offshore wind power and their needed transmission lines.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 74 Crocheting Corals: The Art and Science of Coral Reefs

Want to learn how to crochet, or are you already an avid crocheter? Are you an ocean lover or a fan of marine life? If you answered 'yes' to either, then this course is for you! As part of this year's campus-wide Crochet Coral Reef initiative-a participatory art project involving the crowd-sourced creation of a life-size coral reef made entirely out of crochet-this winter study course offers students a hands-on, experiential immersion into the art and science of coral reefs. Over the term, we will learn to crochet "corals" that will become part of a "Berkshire Satellite Reef" exhibited on campus in spring. Along with crocheting, we will learn about the biology and ecology of coral, taking a deep dive into the marvels of ocean reefs. As an optional field trip, for those students able to leave campus, we will take a two-night trip to Williams-Mystic to encounter live corals, as well as practice coral fragmentation, a process aimed at reducing the harvest of wild corals for the aquarium trade. Those needing to remain on campus will conduct their own research on coral reefs through resources available at Williams. At the end of the course, we will communicate our knowledge about coral reefs to the public by

displaying our crocheted corals. Note: This course is open to all levels of crochet ability, from total beginners to advanced artisans.

Requirements/Evaluation: Presentation(s); Creative project(s)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading:

Materials/Lab Fee: $100

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

Not offered current academic year

WSP 75 Dystopias & Utopias in American Medicine

Living at the intersection of a climate crisis, an opioid crisis, a housing crisis, an immigration crisis, and a healthcare crisis, the notion that we live in an increasingly dystopian society seems omnipresent in media and culture. The front lines of these dystopias converge at Los Angeles General Hospital, a safety net hospital serving Los Angeles County, whose population of 10 million people makes it larger than 41 states. In the course of a shift, you might encounter a homeless person admitted to the ICU for heat stroke; a new immigrant family who crossed the border through the Darien Gap and contracted an unusual infectious disease; and young men with bacterial infections of their heart valves because of IV heroin use. In this course, we'll use real patient stories to dive into the logistical, medical, political, and personal complexities inherent in providing holistic healthcare to some of the most marginalized people in America. In parallel, we'll explore the notion of utopia - in healthcare and in society - and imagine how it might inform a new way of delivering care. It's an opportunity to dive deep into the systemic problems in our healthcare system and our society, and to imagine ways in which we might strengthen our frayed social safety net.

Requirements/Evaluation: Presentation(s)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: The instructor is Kairav Sinha, MD, a fourth year resident in Internal Medicine & Pediatrics at Los Angeles General Hospital. Prior to medical school, he taught high school science as a Teach for America corps member.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 77 The House of Wisdom: Arab Foundations of European Science and Culture

This course explores the intellectual legacy of the House of Wisdom in Baghdad and its profound impact on European thought from the Middle Ages through the Scientific Revolution. As a major center of learning in the Islamic Golden Age, the House of Wisdom brought together Arab, Persian, Greek, and Indian intellectual traditions, serving as a bridge between ancient knowledge and emerging European scholarship. Through translation, innovation, and discovery, scholars working in Arabic laid the foundations for key developments in mathematics, commerce, science, medicine, exploration, and literature. We will examine how Al-Khwarizmi's work in algebra influenced European mathematics and how the mathematical techniques of medieval Arab merchants laid the groundwork for modern European trade and banking. The course will trace the transmission of optical theories about the eye and glass lenses from Alhazen to Kepler, showing how these ideas shaped the development of the telescope and microscope. We will analyze how Avicenna's Canon of Medicine became a standard medical text used in European universities. The role of trigonometry will be discussed, with a special focus on sine and cosine, and the astrolabe, a navigational instrument which led to the European Age of Discovery. Finally, we will examine the portrayal of Arabs and their influence on Europe in literary works like Cervantes' Don Quixote, and the ways One Thousand and One Nights changed European storytelling.

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading:

Unit Notes: Ryan Riley holds a bachelor's degree from Harvard and master's degrees from both Oxford and Yale. He's a historian of science, a literary scholar, and a mathematician.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 78 A Walk on the Wild Side - Three Modern One-Act Plays - Read, Research, Perform

These wonderfully off-kilter and surprising plays - Silence by Harold Pinter (1969), Footfalls by Samuel Beckett (1975), and Springtime by María Irene Fornés (1989) - attempt to capture the nuances of human experience by eschewing conventional narrative with theatrical flair. All three are quite short with small casts (2-3 actors), allowing us to deeply explore each. The best way to know a play in whatever tradition, to get inside it, to feel its pulse and understand what makes it tick, is to combine close reading and research with reading the play aloud. Plays are not written to be experienced in solitude and in silence; plays are active texts that should be voiced and embodied, and it is through this process that they best reveal themselves. This is particularly true of more elusive works such as these. Students will close- read and research each play, read and perform each aloud in class several times as staged readings, and the course will culminate in public readings for an invited audience.

Requirements/Evaluation: Paper(s) or report(s); Creative project(s)

Prerequisites: Some experience/interest in theater, and/or dramatic literature, and/or 20th century American literature.

Enrollment Limit: 15

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Peter Glazer is Professor Emeritus in the Department of Theater, Dance, & Performance Studies at UC Berkeley, and a professional director/playwright. Berkeley directing included plays by María Irene Fornés, Harold Pinter, José Rivera, & Sarah Ruhl.

Materials/Lab Fee: $50

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

Not offered current academic year

WSP 80 Jigsaw Puzzles through the Interdisciplinary Lens

When you think of jigsaw puzzles, you probably think of a relaxing family hobby. But jigsaw puzzling is also a competitive sport, complete with training plans, world championships, and deep rivalries. In this class, we'll dive into the world of jigsaw puzzles with an interdisciplinary lens. We'll answer questions like "how do I get faster at doing a puzzle" to "why are the Norwegians so overrepresented in the world championships" using insights and methodology from the humanities, soft sciences, and hard sciences. Class will be two 3-hour classes per week featuring guest speakers from the puzzling community. There will be lab sections out of class that involve doing puzzles (lots of puzzles), and the final presentation will explore puzzling through your choice of lens. Students of all majors are encouraged to register.

Requirements/Evaluation: Presentation(s)

Prerequisites: Neutral to positive feelings on jigsaw puzzles - class will involve a lot of puzzling.

Enrollment Limit: 30

Enrollment Preferences: Lottery

Expected Class Size: NA

Grading:

Unit Notes: Sarah Rowe '13 is a member of the US National Jigsaw Puzzle Team. She began competing with the team in 2023, and her peak ranking was 56th in the world. She's an active member of the puzzling community today.

Materials/Lab Fee: $40

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 81 Embodied Papermaking

This course is an introduction to papermaking as an art form of technical and creative expression. The breadth and approach of the class makes it suitable for students with little to no experience, as well as art students and others who are interested in incorporating handmade paper into their studio practice. Various papermaking techniques and processes will be taught, including sheet formation, wet collage, pulp painting, stenciling, plantable paper and sculptural work. The approach to papermaking will be explorative and open, focusing on the physical and tactile nature of the material, processes and its potential as an expressive form. Students will learn about the history of paper and its relationship to craft and mass production as well as its potential as a fine art material and substrate. With attention towards DIY movements and practices, and sustainability, this course will show students how to work with paper at home and without dedicated and costly equipment. Class time will be split between demonstrations, discussions and independent working time. Given the drying requirements of paper, enrolled students will be expected to complete additional studio/lab time outside of class. Students will be given supplementary readings about papermaking and shown examples of artists who utilize this medium. Students must be comfortable with the textural nature of pulp and working with their hands.

Requirements/Evaluation: Creative project(s)

Prerequisites: No experience or prerequisites needed. Preference will be given to Art majors and those who express interest in learning the basics of papermaking.

Enrollment Limit: 10

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading:

Unit Notes: Ruby Jackson is an artist living and working in Chatham, NY. Jackson received her MFA from Rutgers University and her BA from Bard College. She currently works as an educator, primarily working with youth and adults with developmental disabilities.

Materials/Lab Fee: $342

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

Not offered current academic year

WSP 82 During the Cold War and Beyond

The aftermath of World War Two led to an East-West division into global spheres of influence. Almost nowhere did these enemy systems come in daily contact as they did in the two Germanies. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. Where did this government tactic originate? How were families affected across generations by such divisive politics? What was the involvement of the KGB and the CIA? What did disinformation consist in at specific moments, and by what methods was it disseminated? In this course, we will examine how these crises get dramatized in feature films. Quite recently, German TV series reimagine spies as irrepressible agents of comedic mayhem, even as a family business (Germany '83-'89; Kleo). What might this turn mean politically, and for which audience? Juxtaposing media with background sources from different fields, our discussions will focus on the provocative clash between individual and collective desires for greater autonomy on the one hand, and the insidious control mechanisms of autocratic systems, on the other. Readings in English, some films in German with English subtitles. Written work: weekly film blogs (500 words), one 10-page final paper.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Application

Expected Class Size: NA

Grading:

Unit Notes: Helga Druxes taught un the German Department at Williams for 35 years. She focuses on the social history contexts of 20th and 21st century literature and film. Her most recent book is {Screening Solidarity: Neoliberalism and Transnational Cinemas}.

Materials/Lab Fee: $12

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 83 (W) Impact Investing in Private Capital

This course explores the dynamic intersection of private capital markets-private equity, venture capital, and private credit-with the rapidly evolving field of impact investing. Grounded in the rigorous frameworks of Private Capital Volumes I & II, students will learn how to source, structure, and manage private investments that achieve both financial returns and measurable social or environmental outcomes. Each week blends institutional theory, practitioner insights, and hands-on tools-from fund structuring and valuation to impact measurement and mission-aligned exits. Real-world cases, investor simulations, and investment memos will prepare students to critically evaluate and deploy private capital for public good. Key Topics: Private capital instruments and market structures; Fund design and governance for dual mandates; Valuation and due diligence in impact deals; Impact metrics (IRIS+, SDGs) and monitoring tools; Exit strategies that protect mission integrity Outcomes: By the end of this course, students will be equipped to participate in or lead private investments that deliver both competitive returns and meaningful impact, whether as investors, entrepreneurs, or advisors.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Seniority

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Daniel has 15 years of experience in financial services. Daniel has worked as an Analyst at Bank of America in its Leverage Finance Division on the Loan Syndications Desk. He founded and manages Habitat Capital's day to day operations.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 88 (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 User Experience (UX) Design 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 UX theory through short presentations and participation in class discussions. Students will work in small groups to identify a usability problem and design a solution, which they will evaluate by heuristic analysis and usability testing with human test subjects.

Requirements/Evaluation: Presentation(s)

Prerequisites: The instructor seeks a diverse group of students with interests in psychology, design, human-computer interaction, entrepreneurship, and other fields

Enrollment Limit: 16

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Rich Cohen '82 has designed communications, social networking, and education applications used by over 100 million people and has conducted usability research on five continents.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 90 (W) Life with Dogs

Dogs take on a multitude of important roles in our society--they are loyal companions, family members, working farm or home guardians, service and therapy animals, and even military or law enforcement team members. And yet, dogs are so often misunderstood by humans. From their body language to their breed-specific enrichment needs, few people truly understand the intricacies of dog behavior and what they are trying to communicate to us. For example, we are taught that a wagging tail is a sign of happiness in dogs, but often this is not actually the case. This January, we will study dogs as the complex creatures they are. We will look at dog behavior, communication, interactions with other dogs, and we will learn how to work with dogs in our own lives. In addition to hands-on training, we'll learn about dog breeds and how genetic makeup impacts a dog's behavior,

and we will explore dog training theory and how the four quadrants of operant conditioning are used in practice. The course will also include volunteering at the Berkshire Humane Society in Pittsfield, MA, and several guest visits from dog trainers, police K9 units, experienced dog owners, and other dog professionals. Grading will be based on class participation and weekly journal entries, as well as a final presentation at the end of the month on a topic of students' choosing. There is no need to have had past experience with dogs in order to take this class. Students with any level of dog experience are welcome.

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 8

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Kayla Servin is a Williams Alum from the class of 2017. She has worked as a dog trainer, has been involved at the Berkshire Humane Society as a kennel volunteer for several years, and she regularly fosters dogs with behavioral challenges.

Materials/Lab Fee: $300

Attributes: EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

WSP 91 (W) Wilderness First Responder Certification

This course covers the curriculum and training for the nationally recognized Wilderness First Responder (WFR) certification. Topics covered include: patient assessment, traumatic injuries, environmental medicine, and medical problems. The course meets for 9 consecutive days - January 15-23rd - from ~9am-5pm (including weekends) for a total of 72-80 hours of instruction. Attendance at all sessions is required (along with passing written and practical exams) in order to receive credit/certification. Upon successful completion, students will receive WFR certification from SOLO (soloschools.com), a national leader in wilderness medicine. WFR certification is "the industry standard for professional guides and outdoor leaders; it is also recommended for all recreationalists engaged in high-risk activities or remote multi-day trips where communication and outside assistance is questionable. WFR graduates often care for patients in remote locations, in challenging weather, and with limited equipment." (WMEC, 2024)

Class Format: This course meets ~8 hours per day for 9 consecutive days, January 22-30th (including weekends). Attendance at all class meetings is mandatory. This class will include both lecture and hands-on instruction indoors, as well as significant time spent outdoors participating in experiential emergency medical simulations with moulage (fake blood), etc. to simulate and practice administering medical care in remote environments.

Requirements/Evaluation: Other: Attendance at all sessions is mandatory, along with passing grades on both a written and practical exam.

Prerequisites: None, though students should have a genuine interest in medicine and/or outdoor leadership.

Enrollment Limit: 18

Enrollment Preferences: Lottery

Expected Class Size: 18

Grading: pass/fail only

Unit Notes: SOLO Schools has been a world leader in Wilderness, Disaster, and Emergency Medical education for over 50 years. SOLO offers 900+ courses to 10,000+ students in 400+ locations each year. SOLO has provided medical education and training to 500,000+ pe

Materials/Lab Fee: $520

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Not offered current academic year

WSP 92 (W) Introduction to Middle Eastern Hand Drumming

Since ancient times, percussion instruments have been at the heart of Middle Eastern musical and ritual life, providing intricate rhythmic patterns as foundation. Today, many of these drums accompany musical traditions across a wide Mediterranean region, from the Arab world to Greece, Turkey, Armenia, and beyond. This class offers students the opportunity to engage, in a hands-on way, with the vibrant tradition of Middle Eastern drumming and its heritage of cross-cultural flows. In this course, we will study the fundamentals of Middle Eastern drumming on traditional percussion instruments. We will focus on exploring the doumbek (a.k.a. Darbuka or Arabic tabla), riqq, and frame drum. Students who have drums are welcome to bring their own, but the instructor will provide a variety of instruments for students to use in class and at home. Each class session will highlight

technique, rhythm theory, and accompaniment. We will also dedicate time to learning a composition for this drum section. Some short readings and audio and video samples will supplement our in-class drumming, and there will also be optional evening practices. Evaluation will be based on a self-recorded demonstration of core rhythmic patterns as well as a final performance.

Requirements/Evaluation: Performance(s); Creative project(s)

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Major/concentration/special interest

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Rami El-Aasser plays darbuka and sings worldwide with groups including Alsarah & the Nubatones and Zikrayat. He can be heard on many recordings, and co-directs the Middle Eastern Music Ensemble at Williams.

Materials/Lab Fee: $25

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

Not offered current academic year

WSP 93 (W) Visible Mending as a Political Act

In this course students will explore a variety of hand mending techniques including patching, sashiko, darning, applique and embellished mending. We will approach this activity as both a sustainable practice and a relaxing skill-building experience. Learning about the waste produced by the textile industry will provide us with the impetus to resist our culture of fast fashion. Mending clothes is a political act that gives us a way out of the fast fashion loop, and is a step towards divesting from the billionaires who own clothing chains. Visible mending can be a fashion statement that shows others that we have taken the time and care to extend the lives of our clothes. Students will be encouraged to bring in their own clothing with holes, stains, tears, and worn spots to strategize and create fun and personal mends of different types. Demonstrations and hands-on work will be supplemented with readings from Mend! A Refashioning Manual and Manifesto by Kate Sekules. All skill levels are welcome. Some hand sewing experience is good for this course but not entirely necessary. Anyone can learn to mend!

Requirements/Evaluation: Presentation(s); Creative project(s)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Megan Piontkowski is an illustrator living and working in Brooklyn, NY. Her first ever mend was on a pair of beloved leggings at around the age of 10.

Materials/Lab Fee: $100

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

Not offered current academic year

WSP 94 (W) Advanced Techniques in Baking

This course will build upon students' basic baking skills to increase confidence and understanding of more technically challenging topics. Students will expand their repertoire, refine techniques with tips and advice, and have fun baking in a community atmosphere. Over three weeks, students will experiment with bread, laminated pastry, and pies and tarts, and the final week will be dedicated to a project of their own choosing. Readings will supplement this hands-on course.

Requirements/Evaluation: Presentation(s)

Prerequisites: Students should be comfortable with basic baking techniques.

Enrollment Limit: 12

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Caleb is the baker at Caretaker Farm in Williamstown.

Materials/Lab Fee: $15

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

Not offered current academic year

WSP 95 (W) Gaudino Fellowship: Immersive Engagement and Reflection

The Gaudino Fund is offering Gaudino Fellowships for a group of 2 to 4 students during Winter Study, based upon a proposed domestic or foreign collaborative project. Student teams should organize their proposed projects around two main components: direct encounter with otherness and self-reflection. Projects will be evaluated on whether they subject the students to "uncomfortable learning", i.e. having an experience that challenges and perhaps alters one's view of what it is to live a good life and the group's commitment to incorporate separate home stays for each fellow as part of their project, either joint or separate work/engagement internships, and a structure to facilitate collaborative action and learning. The team selected will be guided and overseen by the Gaudino Scholar who will conduct appropriate preparatory discussions and follow-up sessions to optimize and help students articulate lessons learned from the overall experience. The intent of the program is to open the student to an understanding (of both the familiar and unfamiliar), and to a development of empathy, that could not be achieved without the fellowship experience. N.B. Each prospective team needs to meet with the Gaudino Scholar as early as possible, but no later than September, and submit their group application by September 30. Application guidelines can be found at winterstudy.williams.edu. Each student is expected to write a short (3-4 page) self-reflection before leaving for WSP, keep a journal of their experience, as well as write a 8-10 page paper by the end of the Winter Study period reflecting on their experiences and what has changed in the student's perceptions and beliefs from the opening essay. They will also meet the other members of the team on a weekly basis during Winter Study and regularly update the Gaudino Scholar by email and/or Skype calls. The team that receives the Gaudino Fellowship will give a brief presentation to the Board about their experience at the Board's spring meeting in April. The team whose project is approved will receive the Gaudino Fellow designation. In addition, students on Financial Aid will receive Gaudino funding from a minimum of 50% to a maximum of 90% of the budget for the project up to $2,500, as determined by the Financial Aid office. No additional funding for students' projects will be provided by the College.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: selection is made on basis of proposal

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Once proposals are approved, the Registrar's Office will register students.

Attributes: EXPE Experiential Education Courses

Not offered current academic year

WSP 96 (W) Fundamentals of Baking

Baking is at once both precise and intuitive. This course will empower novice bakers with the knowledge and confidence to make baking their own. We will focus on the "how" and "why" of baking to understand what's occurring as each ingredient goes into the mix. Students will bake alongside the instructor as well as on their own, tweaking, troubleshooting, and customizing recipes. Over three weeks, students will experiment with cookies, quick breads, and cakes, and the final week will be dedicated to a project of their own choosing. Readings will supplement this hands-on course.

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Application

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Caleb is the baker at Caretaker Farm in Williamstown.

Materials/Lab Fee: $15

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

Not offered current academic year