

EXPERIENTIAL EDUCATION

Coordinator: Paula Consolini

Experiential education, involving “learning by doing” outside the classroom, is a robust part of the Williams curriculum. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been challenging students to become engaged more personally in the Williams curriculum through field work, whether in the form of research, sustained work on special projects, or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Experiential courses, as defined above, range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program to courses involving a small field research exercise or project. The amount and nature of the experiential component(s) varies according to the instructor's judgment. [More information can be found on the Center for Learning in Action website.](#)

EXPE Experiential Education Courses

AFR 212 (S) Jazz Theory and Improvisation I

Cross-listings: MUS 104 AFR 212

Secondary Cross-listing

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

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

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

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

Enrollment Limit: 15

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

Expected Class Size: 12

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

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

Distributions: (D2)

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

MUS 104 (D1) AFR 212 (D2)

Attributes: EXPE Experiential Education Courses

Spring 2022

LAB Section: B8 MWF 11:00 am - 11:50 am Daniel E. Prindle

LAB Section: B7 MWF 10:00 am - 10:50 am Daniel E. Prindle

LAB Section: B6 MWF 9:00 am - 9:50 am Daniel E. Prindle

SEM Section: B5 TR 11:20 am - 12:35 pm Kris Allen

AFR 214 (F) Jazz Theory and Improvisation II

Cross-listings: MUS 204 AFR 214

Secondary Cross-listing

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

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

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

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

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

Distributions: (D2)

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

MUS 204 (D1) AFR 214 (D2)

Attributes: EXPE Experiential Education Courses

Fall 2021

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

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

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

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

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

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Fall 2021

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

AMST 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

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

SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

AMST 238 (F)(S) Zen and the Art of American Literature

Cross-listings: REL 228 ENGL 239 AMST 238

Secondary Cross-listing

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2021, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read some Buddhist American literary texts, like Ruth Ozeki's wondrous novel, *A Tale for the Time Being*. And we'll range far beyond the world of literature into

other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, and Western attitudes towards death and dying. We'll also give special attention to the role that Buddhism is playing in the struggle for racial justice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week). No prior experience with meditation is necessary. Just an open mind.

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

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

Prerequisites: none

Enrollment Limit: 85

Enrollment Preferences: Students who preregister should fill out an expression of interest form at <https://tinyurl.com/ZenAmLitSpring2022> by Nov. 9. Preference will first go to students dropped from the Fall 2021 section of ENGL 239 and then by class year (seniors first).

Expected Class Size: 85

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

Distributions: (D2)

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

REL 228 (D2) ENGL 239 (D1) AMST 238 (D2)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2021

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

AMST 241 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: THEA 241 WGSS 240 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

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

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

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:

THEA 241 (D2) WGSS 240 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of

masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

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

Not offered current academic year

AMST 259 (S) New England Environmental History (WS)

Cross-listings: AMST 259 HIST 259 ENVI 259

Secondary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

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

Not offered current academic year

AMST 302 (F) Environmental Planning Workshop: Community-Based Experience

Cross-listings: AMST 302 ENVI 302

Secondary Cross-listing

In this interdisciplinary, experiential workshop students effect environmental change through hands-on community projects. Environmental Planning includes a range of disciplines pertaining to the natural and built landscape such as city planning, environmental management, affordable housing, food system planning, climate resiliency planning, habitat restoration, alternative transportation, renewable energy, farmland, open space and recreation, municipal services (recycling, composting, parks, playgrounds, schools etc), ecological site design, green buildings, landscape architecture, neighborhood design, economic development, and community development, to list a few. Each year, the projects focus on the most pressing issues in the region and in the planning field. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, legal framework, and case studies. Labs include site visits, GIS mapping, hands-on planning exercises and project development. Part 2 involves project work: in small teams, you will work with a community organization or local government on a current project. The includes primary research, conducting interviews with policymakers, stakeholders and residents, site visits, attending meetings, and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative solutions to thorny problems. Labs will be small group work and project work. The course includes several class presentations; students will gain skills in interacting with public officials, interviewing, preparing presentations, public speaking, report-writing, and teamwork. The class culminates in a public presentation.

Requirements/Evaluation: Response papers (about four 1-page papers), planning exercises, class discussion, reports submitted in segments (total about 30 pp), collaborative small group work, class presentations frequently during semester, final public presentation.

Prerequisites: ENVI 101; open to seniors; in certain circumstances open to juniors with permission.

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

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

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D2)

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

AMST 302 (D2) ENVI 302 (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Fall 2021

LAB Section: 02 T 1:00 pm - 4:00 pm Sarah Gardner

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner

LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner

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

Cross-listings: AMST 331 COMP 330 THEA 330

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

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

Distributions: (D1)

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

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

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

Not offered current academic year

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 from both inside and outside the academy. The course will also feature hands-on training in field methods, in which students design and undertake their own pilot field projects.

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

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

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

Distributions: (D2)

Attributes: EVST Methods Courses EXPE Experiential Education Courses

Spring 2022

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

ANSO 402 (S) Senior Seminar

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

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

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

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2022

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

ANTH 371 (F) Medicine and Campus Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Primary Cross-listing

This class applies the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus or community health. How do disruptive moments like COVID-19 serve as focal moments in social history that reveal underlying social inequalities of access, health outcomes, and well-being? Students learn and use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys building on weekly discussions, feedback, and design exercises to explore our campus and/or wider community. We situate our campus health projects by considering the wider context of power and intersectionality that inflect and structure health and well-being within our community, nation, & world. Our case ethnographies explore how structural racism shapes medical education and healthcare care in the US, how concepts of sexual citizenship can reshape debates on sexual assault on campus, how the spread of US psychiatry inflects the landscape of global mental health across Asia, and how queer activism responds to the HIV/AIDS crisis. We consider the roles of narrative, active listening, and empathy in both medicine and ethnography, while practicing skills that can benefit student researchers and interlocutors, providers as well as patients. Our goal is understand the strengths and limits of qualitative and participatory research within communities always already structured by power, privilege, and engaged practices.

Requirements/Evaluation: Three written fieldnotes, weekly attendance, writing and discussion exercises, & final oral presentations & data visualizations for fieldwork projects.

Prerequisites: A course in Anthropology, Sociology, Science & Technology Studies, or across DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

STS 370 (D2) WGSS 371 (D2) ANTH 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 examines the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It theorizes and explores the ways that intersectionality and implicit bias shapes health and well-being in the community, patient/provider encounters, and efforts to 'improve' community and individual health in the US, Asia, and across the globe.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

ARTH 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

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

SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

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

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 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 exams given throughout the semester; there is no final exam

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students, then students in art history or studio art

Expected Class Size: 14

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2022

SEM Section: 01 MR 6:30 pm - 8:30 pm Thomas J. Branchick

ARTS 13 (W) Creative Portraiture in the Darkroom

Cross-listings: RLFR 13 ARTS 13

Secondary Cross-listing

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use the view camera (the large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 10 weekly lab or studio hours outside of regular classes.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art majors then random

Grading: pass/fail only

Unit Notes: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des Rencontres Photographiques de Guyane.

Materials/Lab Fee: \$120

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

RLFR 13 ARTS 13

Attributes: EXPE Experiential Education Courses

Winter 2022

ARTS 16 (W) Glass and Glassblowing

Cross-listings: CHEM 16 ARTS 16

Secondary Cross-listing

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.

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

Grading: pass/fail only

Materials/Lab Fee: \$75

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

CHEM 16 ARTS 16

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 M-F 10:00 am - 12:50 pm John W. Thoman

ARTS 385 (S) The Sculptural Costume and It's Performance Potential

Cross-listings: THEA 385 ARTS 385

Primary Cross-listing

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Requirements/Evaluation: the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

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

Materials/Lab Fee: \$125

Distributions: (D1)

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

THEA 385 (D1) ARTS 385 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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

BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, Lanesborough and North Adams Elementary schools for a science teaching workshop. Elementary school students will breed fish at the school, then study their development and pigmentation throughout 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 is necessary; during the first week, students will learn to set up fish matings and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 3rd-grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools and review assessment data. Time commitment: Week 1--approx. 6 hours total for program training and lesson preparation with additional outside-of-class time needed to create teaching posters, dates and times TBD Weeks 2 & 3--approx. 4 hours per day, times TBD dependent on elementary school schedules during regular school day between 8:30 am and 3:00 pm. Week 4--TBD; 4 hours per day if running a school program; minimal hours if not running an elementary school program. Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She is a frequent substitute at Lanesborough ES and holds a degree in mechanical engineering. Martha Marvin is a Lecturer in Neuroscience at Williams College whose research focuses on heart development and stress responses in developing zebrafish embryos. She has facilitated Project BioEyes at Williams College since 2010.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference to seniors

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 M-F 10:00 am - 3:50 pm Renee Schiek

BIOL 13 (W) Introduction to Animal Tracking

This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their observation skills, their knowledge and awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slide show. The course will meet twice a week for 4- to 5-hour sessions, primarily in the field. One field trip to a nearby state forest is scheduled for the fourth or fifth class meeting day. This day may extend to 4 p.m. Students are expected to have appropriate outdoor gear for winter. Aside from class time students are expected to: create journals and site maps of their team study areas, including all major features of the landscape, flora and fauna activity; visit their study spots everyday for a minimum of 2 hour of tracking journaling and data collection; Write a 3 page paper. Topic TBA; Make a group presentation of findings from their team study area; Complete assigned readings; Complete a field test of their tracking skills

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference given to seniors

Grading: pass/fail only

Unit Notes: Dan has been teaching animal tracking and other primitive living skills for almost two decades. He holds a level 3 Track and Sign certification from Cyber tracker international and works at nature centers and schools throughout New York and Massachusetts as well as running his own wilderness programs at Tamakoce Wilderness Programs in upstate NY.

Materials/Lab Fee: \$15

Attributes: EXPE Experiential Education Courses

Winter 2022

BIOL 211 (S) Paleobiology

Cross-listings: GEOS 212 BIOL 211

Secondary Cross-listing

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

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

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

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

Enrollment Limit: 24

Enrollment Preferences: sophomore and junior GEOS majors

Expected Class Size: 20

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

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

Distributions: (D3)

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

GEOS 212 (D3) BIOL 211 (D3)

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

Spring 2022

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

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

BIOL 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Primary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. 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; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

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

ENVI 220 (D3) BIOL 220 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses PHLH Nutrition, Food Security+Environmental Health

Spring 2022

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

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

BIOL 231 (F)(S) Marine Ecology

Cross-listings: MAST 311 BIOL 231

Secondary Cross-listing

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

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

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

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

Enrollment Limit: 16

Enrollment Preferences: none

Expected Class Size: 12

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

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

Distributions: (D3)

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

MAST 311 (D3) BIOL 231 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2021

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

LAB Section: 02 R 1:30 pm - 5:00 pm Tim J. Pusack

Spring 2022

LAB Section: 02 R 1:30 pm - 5:00 pm Tim J. Pusack

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

BIOL 25 (W) Tropical Marine Conservation

Cross-listings: ENVI 25 BIOL 25

Primary Cross-listing

Tropical marine ecosystems such as coral reefs and mangrove forests are biodiversity 'hotspots'; they are home to an astounding variety of marine organisms, provide critical support for the livelihoods and food sources of millions of people, but are also highly vulnerable to human impacts such as climate change and overfishing. This winter study travel course will offer a unique combination of classroom, laboratory, and hands-on experiences in the scientific study, management, and restoration of tropical marine ecosystems using the Bahamian island of Eleuthera as a case study. Eleuthera is rich in marine diversity but still in the process of implementing management policies and practices for its many fisheries. As such, it presents a unique opportunity for students to experience conservation-in-action. Students will gain an understanding of the structure, function, and major threats facing tropical marine ecosystems. They will develop practical skills in conducting field surveys of tropical marine species and in implementing management and restoration strategies on the Island. They will also engage with the local community to understand the social and economic impacts of marine conservation policy and to explore alternative sustainable development strategies for subsistence fisheries that rely on these marine ecosystems. Students are expected to participate in 2 days travel and 13 days of research on the Island. The daily schedule will include field research and independent study. Students are expected to devote time each day to researching and writing a final paper that integrates their field studies, interviews, and policy research. Students will also use this time to prepare and deliver an oral slide presentation on their research the last two days of the trip.

Requirements/Evaluation: oral presentation and 5-page research paper

Prerequisites: BIOL 203 or ENVI 101 or ENVI 102 or MAST 311 or permission of instructors

Enrollment Limit: 8

Enrollment Preferences: preference will be given to BIOL and ENVI majors and concentrators

Grading: pass/fail only

Materials/Lab Fee: none

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

ENVI 25 BIOL 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2022

TVL Section: 01 Cancelled

BIOL 302 (F) Communities and Ecosystems (QFR)

Cross-listings: BIOL 302 ENVI 312

Primary Cross-listing

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

Class Format: six hours per week

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

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

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

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

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

BIOL 302 (D3) ENVI 312 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Not offered current academic year

CHEM 13 (W) Ultimate Wellness: Concepts for a Happy Healthy Life

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today! We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness. Topics include: Ayurveda, preventative medicine, mindfulness and meditation, healthy eating and meal planning, deconstructing cravings, sugar addiction, and finding happiness. Evaluation will be based on completion of assignments, class participation, reflective 5-page paper, creative project, and final presentation that demonstrates a level of personal growth. After signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course. In the event of over-subscription, these statements will be used in the selection process. We will meet twice a week for three-hour sessions as a group. The course will include two individual sessions--an initial health assessment plus an additional session designed to personalize the course and assist the student in applying the learned techniques. There will be several books required for this class.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students must email a statement of interest to Nicole@zentreewellness.com

Grading: pass/fail only

Unit Notes: Nicole Anagnos is health coach and director at Zen Tree Wellness in Williamstown. She is co-founder of the organic skin care company, Klo Organic Beauty. She also holds a master's degree in education.

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 TR 10:00 am - 12:50 pm Nicole Anagnos

CHEM 16 (W) Glass and Glassblowing

Cross-listings: CHEM 16 ARTS 16

Primary Cross-listing

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.

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

Grading: pass/fail only

Materials/Lab Fee: \$75

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

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 M-F 10:00 am - 12:50 pm John W. Thoman

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese.

All readings in English with some examples in Chinese.

Class Format: discussion

Requirements/Evaluation: class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses Linguistics

Not offered current academic year

COMP 10 (W) Gym Bros and Cardio Bunnies--Constructing Gender, Body and Identity in the Gym

Cross-listings: WGSS 10 COMP 10

Primary Cross-listing

While it may not be written on the campus map, it's common Williams knowledge that the gym on upper Lasell is called "the EstroGym." Have you ever wondered why cardio spaces, like the EstroGym, are designated as feminine while weight rooms (think Lower Lasell) seem to be filled with men? We will explore the answers to this and other questions in this hybrid physical and academic course. Half of this course will be a critical exploration of phenomena often taken for granted within the fitness industry. We will discuss the ways in which cultural understandings of gender and bodies are created and reinforced in physical activity spaces. Topics will include gender policing, whiteness and white supremacy in sport and fitness, trans and gender non-conforming athletes, masculinity and violence in athletics, and the social construction of gender. Much of our reading will be grounded in feminist and sociological theory but will also include text and visual sources from CrossFit gyms, weightlifting competitions, bodybuilding shows, and more. The other half of this course will be taught in the weight room, where students will learn how to strength train. It is a suitable introduction for novice lifters as well as an opportunity for experienced lifters to refine their technique. Students will explore the differences between powerlifting, Olympic weightlifting, and bodybuilding and will have the opportunity to practice these different forms. Outside of class meeting times, students will be expected to complete readings, brief writing assignments, gym observations, short film viewings, and gym selfies (seriously). Depending on class size and logistics, we may take 1-2 field trips to other local gyms. ****NOTE:** This course is open to students with any type of lifting experience (from zero physical activity background to Olympic athlete). This includes students with any form of disability, so long as they are cleared by a licensed medical provider.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none--open to those with any type of lifting experience (no experience to Olympic athlete), including students with any form of disability as long as they are cleared by a licensed medical provider

Enrollment Limit: 14

Enrollment Preferences: students will write a paragraph explaining why they want to take the course

Grading: pass/fail only

Unit Notes: Holly Crane is a competitive weightlifter, personal trainer, strength coach, and educator. She received a BA in Comparative Literature from Williams and an MS in Kinesiology from the University of Minnesota. Her graduate research focused primarily on gender in the gym. She is committed to creating inclusive gym spaces and providing access to strength for those who are frequently overlooked within the fitness industry.

Materials/Lab Fee: none

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

WGSS 10 COMP 10

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MTR 1:00 pm - 2:50 pm Holly E. Crane

COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: AMST 331 COMP 330 THEA 330

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

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

Distributions: (D1)

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

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

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

Not offered current academic year

COMP 338 (F) The Culture of Carnival

Cross-listings: COMP 338 THEA 335

Secondary Cross-listing

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 18

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

Distributions: (D1)

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

COMP 338 (D1) THEA 335 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

CSCI 28 (W) Product Management and Solution Design

Cross-listings: ECON 28 CSCI 28

Secondary Cross-listing

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

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

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

Grading: pass/fail only

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

Materials/Lab Fee: \$6

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

ECON 28 CSCI 28

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MWF 1:00 pm - 2:50 pm Allan Wellenstein

ECON 21 (W) Fieldwork in International Development

This course involves an internship, volunteer work, or a research project in a developing economy and an academic analysis of the relevant development issues. The instructors will work with interested students to help arrange a placement and to help secure funding through Williams Financial Aid or other sources. Such arrangements must be made well in advance of Winter Study. Spanish speakers are especially encouraged to apply as there will likely be a few fieldwork possibilities in coffee-growing areas of Latin America. Students will read relevant background articles distributed at the end of fall term and must agree to keep a journal, maintain contact with the instructors, and write a final paper on development issues raised by their specific internship. A group meeting of all students will occur after Winter Study to reflect on individual experiences. Students are also encouraged to attend development talks at the Center for Development Economics throughout the academic year. Requirements: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting. Interested students should send a resume and letter of interest to Paula Consolini by November 1. Each student's internship provider should send a confirmation letter by December 1 verifying the placement and describing the nature of the work to be performed by the intern. Paula Consolini is Director of the Center for

Learning in Action.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Resume and Letter of Interest will be used to select students if over-enrolled

Grading: pass/fail only

Materials/Lab Fee: variable--depends on project

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ECON 22 (W) Volunteer Income Tax Assistance

Cross-listings: POEC 22 ECON 22

Primary Cross-listing

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low-income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10-page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and Q&A sessions featuring guests from local social service organizations and the community will help orient students to the issues facing low-income families in the northern Berkshires. Note: This course satisfies the Political Economy Major Experiential Learning requirement.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: none

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

POEC 22 ECON 22

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 M-F 10:00 am - 11:50 am William M. Gentry

ECON 23 (W) Investing with Purpose: The Planning and Practice of Endowment Investing

Are you eager to learn about investing? Or perhaps you are interested in non-profits and want to understand how endowments support their mission? Maybe you've thought about a potential career in finance, but want to know the difference between asset management and investment banking? ECON 23 is open to students of all majors and backgrounds; students with no prior experience are welcome and encouraged to apply. ECON 23 is designed to introduce students to investing and equip students with key industry knowledge and skills. The course is taught by members of the Williams College Investment Office which oversee the College's \$3.2 billion endowment. We'll start with an introduction to the role that the endowment plays in supporting the College's mission. Next, the course will cover different investment assets including equity, hedge funds, venture capital, private equity, fixed income, and impact investing. Students will receive a brief overview of accounting and will have the opportunity to learn about different career paths in finance. Through discussions, readings, and a group case study, students will apply skills learned. Students will learn from practicing investment professionals through guest speakers and will gain practical skills in excel through training and project work. Students are expected to attend all on-campus classes (approx. 6 hours/week) and complete a set of relevant readings, weekly journal entries, an introductory excel course, and a group case study exercise. Students are required to attend a day-long field trip to Boston to meet the Investment Office team and other guest

speakers. The course is open to first-years, sophomores, and juniors. Email investmentoffice@williamsedu with a resume (if available) and short statement discussing why you are interested and what you hope to gain from this course by 11:59 PM ET October 24, 2021. If no resume, write a short paragraph about yourself.

Requirements/Evaluation: class attendance, participation, and completion of assignments, which include a group case study, weekly journal entries, and an excel workbook

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: email investmentoffice@williamsedu with a resume (if available) and short statement discussing why you are interested and what you hope to gain from this course by 11:59 PM ET October 24, 2021. If no resume, write a short paragraph about yourself

Grading: pass/fail only

Unit Notes: Abigail Wattley '05 serves as the Deputy Chief Investment Officer for Williams College. Prior to joining the Williams Investment Office in 2007, Ms. Wattley served as a Senior Consulting Associate at Cambridge Associates. Ms. Wattley holds an M.B.A. from Harvard Business School and a B.A. in Economics from Williams College.

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 TWR 10:00 am - 11:50 am Abigail G. Wattley

ECON 28 (W) Product Management and Solution Design

Cross-listings: ECON 28 CSCI 28

Primary Cross-listing

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

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

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

Grading: pass/fail only

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

Materials/Lab Fee: \$6

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

ECON 28 CSCI 28

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MWF 1:00 pm - 2:50 pm Allan Wellenstein

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

Cross-listings: ENGL 113 AMST 113 WGSS 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: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

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

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

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

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

Fall 2021

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

ENGL 20 (W) Winter Naturalist's Journal

Cross-listings: ENVI 20 ENGL 20

Secondary Cross-listing

This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out-of-doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose) as well as observational drawing. Everyone will be required to keep a nature journal, which will be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. The instructor will meet with the students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will

conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten-page paper, and to read one or more of them at the final celebration.

Requirements/Evaluation: final project or presentation, daily journal and several 2 to 3 page papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: random selection

Grading: pass/fail only

Unit Notes: Christian McEwen is author of "World Enough & Time: On Creativity and Slowing Down" and the editor of "Jo's Girls; Tomboy Tales of High Adventure; The Alphabet of the Tress: A Guide to Nature Writing" as well as several other books. She is currently working on a book called "In Praise of Listening". Guest lecturer Barbara Bash is an artist and calligrapher who has published several books, including True Nature: An Illustrated Journal of Four Seasons in Solitude.

Materials/Lab Fee: \$32

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

ENVI 20 ENGL 20

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MW 10:00 am - 12:50 pm Christian McEwen

LEC Section: 02 MW 1:30 pm - 4:20 pm Christian McEwen

ENGL 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

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

SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

ENGL 239 (F)(S) Zen and the Art of American Literature

Cross-listings: REL 228 ENGL 239 AMST 238

Primary Cross-listing

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2021, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read some Buddhist American literary texts, like Ruth Ozeki's wondrous novel, *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, and Western attitudes towards death and dying. We'll also give special attention to the role that Buddhism is playing in the struggle for racial justice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week). No prior experience with meditation is necessary. Just an open mind.

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

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

Prerequisites: none

Enrollment Limit: 85

Enrollment Preferences: Students who preregister should fill out an expression of interest form at <https://tinyurl.com/ZenAmLitSpring2022> by Nov. 9. Preference will first go to students dropped from the Fall 2021 section of ENGL 239 and then by class year (seniors first).

Expected Class Size: 85

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

Distributions: (D1)

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

REL 228 (D2) ENGL 239 (D1) AMST 238 (D2)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2021

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

Spring 2022

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

ENGL 25 (W) Journalism Today

This course will give students an in-depth view of the inner workings of journalism today, featuring the perspectives of several Williams alumni who work in print, broadcast, and new media. Our guests -- who will visit in person and online -- will discuss how to report and write the news, as well as their own experience in the profession. In addition to reading and watching the work of our guests, there will be required texts about issues in journalism and students will complete several small reporting and writing exercises in addition to one feature-length news story on a topic chosen at the beginning of the course. In previous years, guests have included journalists from CNN, the New York Times, ABC News, Bloomberg News, BuzzFeed News, ProPublica, the Wall Street Journal and APM Marketplace.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: priority will be given to seniors and juniors, preference for students with a demonstrated interest in journalism (as expressed in a statement of interest, if needed)

Grading: pass/fail only

Unit Notes: Christopher Marcisz is a freelance writer and editor based in Williamstown. He was a reporter (and later editor) at the Berkshire Eagle.

Previously he worked in Washington covering national energy policy, wrote about sports in Moscow, and worked on the international desk at Newsweek. He graduated from the University of Pennsylvania and the Columbia University Graduate School of Journalism.

Materials/Lab Fee: \$300

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MTR 10:00 am - 3:50 pm Christopher Marcisz

ENVI 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 40

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

Distributions: (D3)

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

GEOS 100 (D3) ENVI 100 (D3)

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

Not offered current academic year

ENVI 102 (S) Introduction to Environmental Science

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

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

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

Prerequisites: none

Enrollment Limit: 48

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

Expected Class Size: 48

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

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D3)

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

Spring 2022

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

LAB Section: 04 R 1:00 pm - 4:00 pm Sonya K. Auer

LEC Section: 01 TR 9:55 am - 11:10 am Sonya K. Auer, Alex A. Apotsos

LAB Section: 03 W 1:00 pm - 4:00 pm Sonya K. Auer

ENVI 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103 ENVI 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 soil erosion, the natural processes that shape Earth's surface are tied to temperature and precipitation. As those change, the landscape reacts. 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 the geography of place. 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. This course is in the Sediments and Life group for the Geosciences major.

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 40

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 GEOS Group B Electives - Sediments + Life

Not offered current academic year

ENVI 104 (F) Oceanography

Cross-listings: GEOS 104 MAST 104 ENVI 104

Secondary Cross-listing

In this wide-ranging and integrated introduction to the oceans we will examine formation and history of the ocean basins; composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; marine resources; and human impacts. We will discuss current research, and address issues of colonialism and racism in oceanographic science. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: 3 50-minute lecture/discussion meetings each week; 2-hour lab every second week. 3 mini-symposia (during scheduled class time). All-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: 6 graded lab exercises, mini-symposium participation, a 4-page term paper, and final exam.

Prerequisites: none

Enrollment Limit: 60

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

Expected Class Size: 60

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 104 (D3) MAST 104 (D3) ENVI 104 (D3)

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

Fall 2021

LEC Section: 01 MWF 9:00 am - 9:50 am Rónadh Cox

LAB Section: 02 M 1:00 pm - 3:00 pm Rónadh Cox

LAB Section: 03 W 1:00 pm - 3:00 pm Rónadh Cox

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

Cross-listings: GEOS 101 ENVI 105

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 30

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

Expected Class Size: 30

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

Distributions: (D3)

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

GEOS 101 (D3) ENVI 105 (D3)

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

Not offered current academic year

ENVI 20 (W) Winter Naturalist's Journal

Cross-listings: ENVI 20 ENGL 20

Primary Cross-listing

This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out-of-doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose) as well as observational drawing. Everyone will be required to keep a nature journal, which will be shared and displayed as part of the final project. This course is designed for students who are

interested in environmental studies, creative writing, and drawing. The instructor will meet with the students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten-page paper, and to read one or more of them at the final celebration.

Requirements/Evaluation: final project or presentation, daily journal and several 2 to 3 page papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: random selection

Grading: pass/fail only

Unit Notes: Christian McEwen is author of "World Enough & Time: On Creativity and Slowing Down" and the editor of "Jo's Girls; Tomboy Tales of High Adventure; The Alphabet of the Tress: A Guide to Nature Writing" as well as several other books. She is currently working on a book called "In Praise of Listening". Guest lecturer Barbara Bash is an artist and calligrapher who has published several books, including True Nature: An Illustrated Journal of Four Seasons in Solitude.

Materials/Lab Fee: \$32

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

ENVI 20 ENGL 20

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 02 MW 1:30 pm - 4:20 pm Christian McEwen

LEC Section: 01 MW 10:00 am - 12:50 pm Christian McEwen

ENVI 205 (F) Geomorphology

Cross-listings: GEOS 301 ENVI 205

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 learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

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

Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam

Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 18

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

Distributions: (D3)

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

GEOS 301 (D3) ENVI 205 (D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses
GEOS Group B Electives - Sediments + Life

Fall 2021

LAB Section: 02 R 1:00 pm - 4:00 pm José A. Constantine

LEC Section: 01 TR 9:55 am - 11:10 am José A. Constantine

ENVI 214 (S) Mastering GIS

Cross-listings: GEOS 214 ENVI 214

Secondary Cross-listing

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

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

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

Prerequisites: at least one course in Geosciences or Environmental Studies

Enrollment Limit: 18

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

Expected Class Size: 18

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

Distributions: (D3)

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

GEOS 214 (D3) ENVI 214 (D3)

Attributes: ENVI Natural World Electives EVST Methods Courses EXPE Experiential Education Courses

Spring 2022

LEC Section: 01 MW 11:00 am - 12:15 pm José A. Constantine

LAB Section: 03 W 1:00 pm - 4:00 pm José A. Constantine

LAB Section: 02 M 1:00 pm - 4:00 pm José A. Constantine

ENVI 215 (F) Climate Changes

Cross-listings: GEOS 215 ENVI 215

Secondary Cross-listing

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets 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 lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and problem sets (25%), three exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

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

Enrollment Limit: 16

Enrollment Preferences: Geosciences and Environmental Studies majors

Expected Class Size: 16

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 215 (D3) ENVI 215 (D3)

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

Not offered current academic year

ENVI 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Secondary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. 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; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

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

ENVI 220 (D3) BIOL 220 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses PHLH Nutrition, Food Security+Environmental Health

Spring 2022

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

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

ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner

consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D3) (WS)

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

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

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

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

Not offered current academic year

ENVI 229 (S) Environmental History

Cross-listings: ENVI 229 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: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

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

Distributions: (D2)

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

ENVI 229 (D2) HIST 264 (D2)

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

Not offered current academic year

ENVI 250 (F) Environmental Justice (DPE)

Cross-listings: STS 250 ENVI 250

Primary Cross-listing

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

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: juniors, seniors

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

STS 250 (D2) ENVI 250 (D2)

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

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

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Laura J. Martin

ENVI 255 (F) Environmental Observation

Cross-listings: ENVI 255 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:

ENVI 255 (D3) GEOS 255 (D3)

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

Fall 2021

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

LAB Section: 03 R 1:00 pm - 4:00 pm Alice C. Bradley

LAB Section: 02 W 1:00 pm - 4:00 pm Alice C. Bradley

ENVI 259 (S) New England Environmental History (WS)

Cross-listings: AMST 259 HIST 259 ENVI 259

Primary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

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

Not offered current academic year

ENVI 302 (F) Environmental Planning Workshop: Community-Based Experience

Cross-listings: AMST 302 ENVI 302

Primary Cross-listing

In this interdisciplinary, experiential workshop students effect environmental change through hands-on community projects. Environmental Planning includes a range of disciplines pertaining to the natural and built landscape such as city planning, environmental management, affordable housing, food system planning, climate resiliency planning, habitat restoration, alternative transportation, renewable energy, farmland, open space and recreation, municipal services (recycling, composting, parks, playgrounds, schools etc), ecological site design, green buildings, landscape architecture, neighborhood design, economic development, and community development, to list a few. Each year, the projects focus on the most pressing issues in the region and in the planning field. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, legal framework, and case studies. Labs include site visits, GIS mapping, hands-on planning exercises and project development. Part 2 involves project work: in small teams, you will work with a community organization or local government on a current project. The includes primary research, conducting interviews with policymakers, stakeholders and residents, site visits, attending meetings, and other activities as

demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative solutions to thorny problems. Labs will be small group work and project work. The course includes several class presentations; students will gain skills in interacting with public officials, interviewing, preparing presentations, public speaking, report-writing, and teamwork. The class culminates in a public presentation.

Requirements/Evaluation: Response papers (about four 1-page papers), planning exercises, class discussion, reports submitted in segments (total about 30 pp), collaborative small group work, class presentations frequently during semester, final public presentation.

Prerequisites: ENVI 101; open to seniors; in certain circumstances open to juniors with permission.

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

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

Unit Notes: Required course for Environmental Studies major and concentration

Distributions: (D2)

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

AMST 302 (D2) ENVI 302 (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Fall 2021

LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner

LAB Section: 02 T 1:00 pm - 4:00 pm Sarah Gardner

ENVI 312 (F) Communities and Ecosystems (QFR)

Cross-listings: BIOL 302 ENVI 312

Secondary Cross-listing

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

Class Format: six hours per week

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

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

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

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

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

BIOL 302 (D3) ENVI 312 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Not offered current academic year

ENVI 324 (S) Corals and Sea Level

Cross-listings: GEOS 324 MAST 324 ENVI 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

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

Distributions: (D3)

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

GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

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

Not offered current academic year

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

Cross-listings: MAST 351 ENVI 351 PSCI 319

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 23

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

Expected Class Size: 22

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

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Fall 2021

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

Spring 2022

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

GEOS 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 40

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

Distributions: (D3)

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

GEOS 100 (D3) ENVI 100 (D3)

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

Not offered current academic year

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

Cross-listings: GEOS 101 ENVI 105

Primary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the

radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

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

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

Prerequisites: none

Enrollment Limit: 30

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

Expected Class Size: 30

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

Distributions: (D3)

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

GEOS 101 (D3) ENVI 105 (D3)

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

Not offered current academic year

GEOS 102 (S) An Unfinished Planet

The Earth is a work-in-progress, an evolving planet whose vital signs--as expressed by earthquakes, volcanic eruptions, and shifting plates--are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses collide and pull apart. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model--one of the fundamental scientific accomplishments of the past century--to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast. This course is in the Solid Earth group for the Geosciences major.

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

Requirements/Evaluation: two hour-tests, weekly lab work, and a scheduled final exam

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 40

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

Distributions: (D3)

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

Spring 2022

LAB Section: 03 W 1:00 pm - 3:00 pm Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 3:00 pm Paul M. Karabinos

LEC Section: 01 MWF 10:00 am - 10:50 am Paul M. Karabinos

GEOS 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103 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 soil erosion, the natural processes that shape Earth's surface are tied to temperature and precipitation. As those change, the landscape reacts. 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 the geography of place. 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. This course is in the Sediments and Life group for the Geosciences major.

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 40

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 GEOS Group B Electives - Sediments + Life

Not offered current academic year

GEOS 104 (F) Oceanography

Cross-listings: GEOS 104 MAST 104 ENVI 104

Primary Cross-listing

In this wide-ranging and integrated introduction to the oceans we will examine formation and history of the ocean basins; composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; marine resources; and human impacts. We will discuss current research, and address issues of colonialism and racism in oceanographic science. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: 3 50-minute lecture/discussion meetings each week; 2-hour lab every second week. 3 mini-symposia (during scheduled class time). All-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: 6 graded lab exercises, mini-symposium participation, a 4-page term paper, and final exam.

Prerequisites: none

Enrollment Limit: 60

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

Expected Class Size: 60

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 104 (D3) MAST 104 (D3) ENVI 104 (D3)

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

Fall 2021

LEC Section: 01 MWF 9:00 am - 9:50 am Rónadh Cox

LAB Section: 02 M 1:00 pm - 3:00 pm Rónadh Cox

GEOS 202 (F) Mineralogy

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

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

Requirements/Evaluation: one hour test, lab work, and a final exam

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

Expected Class Size: 12

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

Distributions: (D3)

Attributes: EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth MTSC Courses

Not offered current academic year

GEOS 210 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Secondary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

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

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: none

Expected Class Size: 10

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

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

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

MAST 211 (D3) GEOS 210 (D3)

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

Fall 2021

LAB Section: 02 T 1:00 pm - 4:30 pm Rachel Scudder

LEC Section: 01 TR 9:30 am - 10:45 am Rachel Scudder

Spring 2022

LAB Section: 02 T 1:00 pm - 4:30 pm Rachel Scudder

LEC Section: 01 TR 9:30 am - 10:45 am Rachel Scudder

GEOS 212 (S) Paleobiology

Cross-listings: GEOS 212 BIOL 211

Primary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climatic 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 Paleozoic of New York State

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

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

Enrollment Limit: 24

Enrollment Preferences: sophomore and junior GEOS majors

Expected Class Size: 20

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

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

Distributions: (D3)

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

GEOS 212 (D3) BIOL 211 (D3)

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

Spring 2022

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

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

GEOS 214 (S) Mastering GIS

Cross-listings: GEOS 214 ENVI 214

Primary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have 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 tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional

quality.

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

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

Prerequisites: at least one course in Geosciences or Environmental Studies

Enrollment Limit: 18

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

Expected Class Size: 18

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

Distributions: (D3)

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

GEOS 214 (D3) ENVI 214 (D3)

Attributes: ENVI Natural World Electives EVST Methods Courses EXPE Experiential Education Courses

Spring 2022

LAB Section: 03 W 1:00 pm - 4:00 pm José A. Constantine

LEC Section: 01 MW 11:00 am - 12:15 pm José A. Constantine

LAB Section: 02 M 1:00 pm - 4:00 pm José A. Constantine

GEOS 215 (F) Climate Changes

Cross-listings: GEOS 215 ENVI 215

Primary Cross-listing

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets 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 lab exercises, problem solving and discussion

Requirements/Evaluation: lab exercises and problem sets (25%), three exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

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

Enrollment Limit: 16

Enrollment Preferences: Geosciences and Environmental Studies majors

Expected Class Size: 16

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 215 (D3) ENVI 215 (D3)

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

Not offered current academic year

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

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D3) (WS)

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

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

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

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

Not offered current academic year

GEOS 255 (F) Environmental Observation

Cross-listings: ENVI 255 GEOS 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:

ENVI 255 (D3) GEOS 255 (D3)

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

Fall 2021

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

LAB Section: 02 W 1:00 pm - 4:00 pm Alice C. Bradley

LAB Section: 03 R 1:00 pm - 4:00 pm Alice C. Bradley

GEOS 301 (F) Geomorphology

Cross-listings: GEOS 301 ENVI 205

Primary Cross-listing

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

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

Requirements/Evaluation: weekly lab exercises, a research project, and a midterm and final exam

Prerequisites: At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: GEOS and ENVI majors

Expected Class Size: 18

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

Distributions: (D3)

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

GEOS 301 (D3) ENVI 205 (D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Fall 2021

LEC Section: 01 TR 9:55 am - 11:10 am José A. Constantine

LAB Section: 02 R 1:00 pm - 4:00 pm José A. Constantine

GEOS 302 (S) Sedimentology (WS)

Sediments and sedimentary rocks are the book in which Earth's history is recorded, where we read the stories of ancient oceans and continents, and how life evolved. Sand and dirt preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the ways in which they were deposited, and the ecosystems that they supported. Understanding sediments is also fundamental to society, for many kinds of civil engineering as well as pollution and environmental remediation. We will investigate sediment composition, fluid mechanics, bedforms, and depositional environments, building to an integrated understanding of erosion, deposition, and changes over time. We will also acknowledge and

examine the roles that racism and colonialism have played in sedimentologic research. This course is in the Sediments and Life group for the Geosciences major.

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

Requirements/Evaluation: lab work, writing assignments, participation in discussions, and final exam.

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

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

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

Distributions: (D3) (WS)

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

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

Spring 2022

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 324 (S) Corals and Sea Level

Cross-listings: GEOS 324 MAST 324 ENVI 324

Primary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

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

Distributions: (D3)

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

GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

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

Not offered current academic year

GEOS 411 (F) 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.

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

Prerequisites: GEOS 212 or GEOS 312T; 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

Not offered current academic year

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

How do our library's collections represent the past and present of the many Williams communities? What makes a library's books and manuscripts worth saving? What should we collect, and how are those decisions made? Whose voices are missing? This course will examine the role of Special Collections in the 21st century, going behind the scenes of the Chapin Library and College Archives. We will first consider the library's existing collections, focusing on what makes these books and manuscripts valuable--and not just in terms of their cost. We'll consider how historical events are documented in primary sources, and how those documents can support teaching and research. We'll also learn about the market for rare books and manuscripts and consult with booksellers and curators at a peer institution. There will be one or two field trips. For the final project, students will propose the acquisition of a new collection of books or manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting to a curatorial panel, who will assess the proposals to purchase material for our collections. Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures & Book History at the Univ of Edinburgh; she recently completed her PhD in Historical Geography. Lisa Conathan is Head of Special Collections at Williams, overseeing the Chapin Library of Rare Books and the College Archives. She holds a BA in Linguistics from Dartmouth, a PhD in Linguistics from UC Berkeley, and a Master of Library Science from the University of Maryland. Lisa Conathan is Head of Special Collections at Williams College. She holds a BA in Linguistics from Dartmouth College, a PhD in Linguistics from the Univ. of California, Berkeley, & a Master of Library Science from the Univ. of Maryland.

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: random, if course is oversubscribed

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MTR 10:00 am - 11:50 am Anne Peale, Lisa Conathan

HIST 259 (S) New England Environmental History (WS)

Cross-listings: AMST 259 HIST 259 ENVI 259

Secondary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

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

Not offered current academic year

HIST 264 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Secondary Cross-listing

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

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

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

Distributions: (D2)

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

ENVI 229 (D2) HIST 264 (D2)

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

Not offered current academic year

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

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

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

Class Format: Seminars, discussions, and field seminars

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

Prerequisites: None

Enrollment Limit: 27

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

Expected Class Size: 22

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

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

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

HIST 352 (D2) MAST 352 (D2)

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

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

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

Fall 2021

SEM Section: 01 MW 11:00 am - 12:15 pm Sofia E. Zepeda

Spring 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Sofia E. Zepeda

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

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

the end of the third week.

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

Prerequisites: none

Enrollment Limit: 8

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

Grading: pass/fail only

Materials/Lab Fee: \$3,670

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2022

TVL Section: 01 Cancelled

LATS 241 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: THEA 241 WGSS 240 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

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

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

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:

THEA 241 (D2) WGSS 240 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

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

Not offered current academic year

LEAD 18 (W) Wilderness Emergency Care

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

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: submit a statement of purpose to the course sponsor, WOC Director, explaining why they want to take the course and hope to gain from the experience

Grading: pass/fail only

Materials/Lab Fee: \$450

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 M-F 10:00 am - 5:00 pm Scott A. Lewis

LEAD 22 (W) Ski Patrol: Outdoor Emergency Response

Cross-listings: SPEC 22 LEAD 22

Primary Cross-listing

The course will teach and develop technical and leadership skills required to effectively and efficiently provide emergency medical care in outdoor environments. Successful completion can lead to certification as a member of the National Ski Patrol (NSP). The course implements NSP's Outdoor Emergency Care and Outdoor Emergency Transport curricula in a hands-on, "on-hill" environment to address: Wounds and Burns - Musculoskeletal Trauma; Shock, Environmental and Medical emergencies. Students will practice the use of splints, bandaging, rescue equipment, methods of extrication, organization/prioritization of rescue tasks, and dealing with unusual emergencies. Emphasis will be placed on the Leadership Skills required to handle complex and stressful emergency situations. Each week there will be ~12 hours of mandatory outdoor training at Jiminy Peak ski area. Exact timing (mornings vs. afternoons; specific days; # hours/day) will be determined based on student and instructor availability. Additional homework/practice may be required. The course will culminate with a written and practical exam. Costs: Students who have taken Outdoor Emergency Care: \$20 (CPR certification). Students with WFR or EMT certification: \$145 (NSP membership and exam materials). \$20 CPR certification (if needed). These students might also want to acquire the Outdoor Emergency Care textbook (~\$100). Students need to supply their own ski/snowboard equipment. The course is limited to 15 students, chosen on the basis of ski/snowboard interest and ability. Preference given to students who completed the Outdoor Emergency Care PE class in the preceding fall term. Successful completion of a written and practical first aid exam, along with demonstrating ski/snowboard proficiency, will qualify the student to be certified as a National Ski Patroller. Pre-requisite: Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician.

Requirements/Evaluation: skill and knowledge demonstration in written and practical exam

Prerequisites: Outdoor Emergency Care OR Emergency Medical Technician OR Wilderness First Responder

Enrollment Limit: 16

Enrollment Preferences: ski/snowboard proficiency; prior first aid experience

Grading: pass/fail only

Unit Notes: Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.

Materials/Lab Fee: \$165

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

SPEC 22 LEAD 22

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 TBA Thomas P. Feist

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

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that

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

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D3) (WS)

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

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

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

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

Not offered current academic year

MAST 104 (F) Oceanography

Cross-listings: GEOS 104 MAST 104 ENVI 104

Secondary Cross-listing

In this wide-ranging and integrated introduction to the oceans we will examine formation and history of the ocean basins; composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; marine resources; and human impacts. We will discuss current research, and address issues of colonialism and racism in oceanographic science. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: 3 50-minute lecture/discussion meetings each week; 2-hour lab every second week. 3 mini-symposia (during scheduled class time).

All-day field trip to the Atlantic coast of New England.

Requirements/Evaluation: 6 graded lab exercises, mini-symposium participation, a 4-page term paper, and final exam.

Prerequisites: none

Enrollment Limit: 60

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

Expected Class Size: 60

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 104 (D3) MAST 104 (D3) ENVI 104 (D3)

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

LAB Section: 03 W 1:00 pm - 3:00 pm Rónadh Cox

LEC Section: 01 MWF 9:00 am - 9:50 am Rónadh Cox

LAB Section: 02 M 1:00 pm - 3:00 pm Rónadh Cox

MAST 211 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Primary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

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

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: none

Expected Class Size: 10

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

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

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

MAST 211 (D3) GEOS 210 (D3)

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

Fall 2021

LEC Section: 01 TR 9:30 am - 10:45 am Rachel Scudder

LAB Section: 02 T 1:00 pm - 4:30 pm Rachel Scudder

Spring 2022

LEC Section: 01 TR 9:30 am - 10:45 am Rachel Scudder

LAB Section: 02 T 1:00 pm - 4:30 pm Rachel Scudder

MAST 311 (F)(S) Marine Ecology

Cross-listings: MAST 311 BIOL 231

Primary Cross-listing

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

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

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

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

Enrollment Limit: 16

Enrollment Preferences: none

Expected Class Size: 12

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

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

Distributions: (D3)

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

MAST 311 (D3) BIOL 231 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2021

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

LAB Section: 02 R 1:30 pm - 5:00 pm Tim J. Pusack

Spring 2022

LAB Section: 02 R 1:30 pm - 5:00 pm Tim J. Pusack

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

MAST 324 (S) Corals and Sea Level

Cross-listings: GEOS 324 MAST 324 ENVI 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

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

Distributions: (D3)

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

GEOS 324 (D3) MAST 324 (D3) ENVI 324 (D3)

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

Not offered current academic year

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

Cross-listings: MAST 351 ENVI 351 PSCI 319

Primary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 23

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

Expected Class Size: 22

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

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Fall 2021

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

Spring 2022

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

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

Cross-listings: HIST 352 MAST 352

Primary Cross-listing

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

Class Format: Seminars, discussions, and field seminars

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

Prerequisites: None

Enrollment Limit: 27

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

Expected Class Size: 22

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

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

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

HIST 352 (D2) MAST 352 (D2)

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

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

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

Fall 2021

SEM Section: 01 MW 11:00 am - 12:15 pm Sofia E. Zepeda

Spring 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Sofia E. Zepeda

MATH 12 (W) The Mathematics of Lego Bricks

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

Requirements/Evaluation: final project or presentation

Prerequisites: appreciation of LEGO

Enrollment Limit: 40

Enrollment Preferences: conversation with the instructor

Grading: pass/fail only

Materials/Lab Fee: \$30

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 M-F 1:00 pm - 2:50 pm Steven J. Miller

MATH 13 (W) The Mathematics of SET (and other games)

SET is a popular game where players try to find certain collections of three cards, which share or fail to share properties like color, shape, and number. This seemingly simple game gives rise to an incredible variety of mathematical ideas. These range from counting and probability, to the behavior of lines in strange models of geometry. Throughout this class we'll study these mathematical ideas, as well as those coming from other mathematically interesting games (and we'll of course play lots of SET and other games!). Previous experience with SET or with mathematics is not required! We will

be meeting for 6 hours per week in class; this time will be split between discussions and lectures covering the mathematics of SET, and Board Game Labs where students explore other games with intricate mathematics behind them. Outside-of-class work will include readings (from the book "The Joy of SET" and short mathematical readings relevant to other board games), learning and practicing other mathematically relevant board games, working on small problem sets, and as a final project either designing a new game based on mathematical ideas, or studying an existing game through a mathematical lens. These final projects will be showcased in a board game night at the end of Winter Study.

Requirements/Evaluation: final project or presentation; problem sets

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference given to students with less mathematical background

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MWF 1:00 pm - 3:50 pm Ralph E. Morrison

MATH 25 (W) Modern Marine Science

Cross-listings: MATH 25 BIOL 26

Primary Cross-listing

This travel course will be on site in Woods Hole, MA, home to three world renowned marine science centers: the National Oceanic and Atmospheric Administration (NOAA), the Marine Biological Laboratory (MBL) and the Woods Hole Oceanographic Institution (WHOI). Time will be spent shadowing professionals in their line of work, assisting research when possible (or watching), and also listening to lectures on different topics given by this adjunct professor or other experts.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none (Or perhaps an intro biology course credit?)

Enrollment Limit: 8

Enrollment Preferences: students interested in a career in marine science will be preferred; then, students in the life sciences or other directly related field (ecological statistics, etc)

Grading: pass/fail only

Unit Notes: Jennifer Turek has a Master's in Zoology from the University of Otago in Dunedin, New Zealand studying the endangered and endemic Hector's dolphin. Recently, she has continued these marine mammal studies working with NOAA in Woods Hole, MA studying marine mammal acoustics, specifically the highly endangered North Atlantic Right Whale. She also manages the North Atlantic annual stock assessment reports as required by the Marine Mammal Protection Act and other Protected Species Branch efforts.

Materials/Lab Fee: \$1,500

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

MATH 25 BIOL 26

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2022

TVL Section: 01 TBA Jennifer L. Wallace

MUS 104 (S) Jazz Theory and Improvisation I

Cross-listings: MUS 104 AFR 212

Primary Cross-listing

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition etc. Appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor

keys and modes, intervals, triads and basic seventh chords and their functions within keys. This is a performance practice course and instrumental competence is essential. Vocalists and drummers will be encouraged to study the piano; pianists guitarists and bassists should be able to sight read chords on a jazz lead sheet.

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

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

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

Enrollment Limit: 15

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

Expected Class Size: 12

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

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

Distributions: (D1)

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

MUS 104 (D1) AFR 212 (D2)

Attributes: EXPE Experiential Education Courses

Spring 2022

LAB Section: B6 MWF 9:00 am - 9:50 am Daniel E. Prindle

LAB Section: B7 MWF 10:00 am - 10:50 am Daniel E. Prindle

LAB Section: B8 MWF 11:00 am - 11:50 am Daniel E. Prindle

SEM Section: B5 TR 11:20 am - 12:35 pm Kris Allen

MUS 174 (S) The Singing Voice: Structure, Styles and Meaning

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

Class Format: studio/brief lectures

Requirements/Evaluation: Two quizzes, regular journaling, a final paper (6-8 page) and a presentation.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Brad Wells

MUS 204 (F) Jazz Theory and Improvisation II

Cross-listings: MUS 204 AFR 214

Primary Cross-listing

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

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

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

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

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

Distributions: (D1)

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

MUS 204 (D1) AFR 214 (D2)

Attributes: EXPE Experiential Education Courses

Fall 2021

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

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 201 (may be taken concurrently) or permission of instructor

Enrollment Limit: 6

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

Expected Class Size: 4

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2021

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

Spring 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Zachary Wadsworth

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 202 (may be taken concurrently) and permission of instructor

Enrollment Limit: 6

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

Expected Class Size: 4

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2021

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

Spring 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Zachary Wadsworth

MUS 309 (S) Jazz Arranging and Composition

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

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

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

Prerequisites: MUS 104B and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: MUS 104B or recommendation of instructor

Expected Class Size: 3-5

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

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. Students will make connections to building their own learning processes and strategies as well how to apply these to teach others. Students will engage in evaluating primary neuroscience research articles using the medical model to evaluate validity. They will apply their understanding identify valid research related to learning and the brain. Small group discussions about the reading in class will include their interpretations of the research and potential applications to learning strategies and interventions. A final project will be a class presentation, on a topic of personal relevance to each student, where they will use the strategies they've learned about and experienced to promote learning in their classmates.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: no preference

Grading: pass/fail only

Unit Notes: Dr. Judy Willis combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. Dr. Willis has written nine books and more than 100 articles for professional journals applying neuroscience research to successful teaching strategies. Dr. Willis travels nationally and internationally doing presentations on how the brain learns best.

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 TWR 10:00 am - 12:50 pm Judy Willis

PHIL 25 (W) Eye Care and Culture in Nicaragua

We will spend nine days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where students-in conjunction with optometrists who volunteer their time for the trip-will administer eye exams, write prescriptions and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings. Students will also be required to attend organizational and training meetings and to complete a number of relevant readings prior to the trip.

Requirements/Evaluation: class participation and journals as described above, along with on-site observation of the students' participation in the eye clinics

Prerequisites: none, though it is helpful to include three to six students who are fluent in Spanish

Enrollment Limit: 12

Enrollment Preferences: students will submit applications indicating why they want to take the course

Grading: pass/fail only

Unit Notes: Alan White was professor of philosophy at Williams from 1986 through 2021. He is currently Mark Hopkins Emeritus Professor of Philosophy.

Materials/Lab Fee: \$3,350

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2022

TVL Section: 01 Cancelled

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 2022

SEM Section: 01 TR 9:55 am - 11:10 am Marion Min-Barron

SEM Section: 02 TR 11:20 am - 12:35 pm Marion Min-Barron

POEC 22 (W) Volunteer Income Tax Assistance

Cross-listings: POEC 22 ECON 22

Secondary Cross-listing

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low-income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10-page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and Q&A sessions featuring guests from local social service organizations and the community will help orient students to the issues facing low-income families in the northern Berkshires. Note: This course satisfies the Political Economy Major Experiential Learning requirement.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: none

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

POEC 22 ECON 22

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 M-F 10:00 am - 11:50 am William M. Gentry

POEC 402 (S) Political Economy of Public Policy Issues

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

Class Format: student presentations

Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation

Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors

Enrollment Limit: 19

Enrollment Preferences: open only to Political Economy majors

Expected Class Size: 19

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

Unit Notes: required for the Political Economy major

Distributions: (D2)

Attributes: EXPE Experiential Education Courses POEC Required Courses

Spring 2022

PSCI 118 (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, and contestation over basic citizenship rights. The current pandemic, related economic distress, and social protests 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. This class is extensively hybrid by design; it is largely remote with some in-person sessions. Remote sessions include substantial collaboration with a similarly structured first-year course being taught by a sociologist at the University of North Carolina. Williams and UNC students will work together in small groups and will present their project findings to both classes.

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

Prerequisites: first-year students

Enrollment Limit: 15

Enrollment Preferences: first-year students

Expected Class Size: 15

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

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

Requirements/Evaluation: Attendance and active participation

Prerequisites: Anyone wanting to register for the SelCom Winter Study class needs to fill out this form:

https://docs.google.com/forms/d/e/1FAIpQLSeoQK_k73fHFH-OV6fVdUABTyIpEOtuSx2yBjTRR0kOEF2E0Q/viewform

Enrollment Limit: 25

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

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 M-F 10:00 am - 3:50 pm Christina F. Walsh, Lupita Paniagua

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. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service

providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience. Every year, course instructors arrange for some distinct sections of this course to provide specialized fieldwork opportunities for small groups of students. In 2022, the following sections are being offered: 1. K-12 Curriculum Development, 2. Consulting for the Berkshire County Education Task Force, 3. Aga Khan Museum Remote Internship, 4. Carceral Reentry Research, 5. Spanish Language Community Education Projects, 6. Mindfulness Programming, 7. Social Media Consulting for the Berkshire Black Economic Council, 8. Food Safety and ServSafe Certification, 9. Art with Local Youth, 10. Public Education Re: Refugees, 11. Adult Basic Education & ESL Consulting, 12. Health Coach Pilot Program and Assessment. For more information on any of these options, see the PSCI 21 page of the Center for Learning in Action website:

<https://learning-in-action.williams.edu/courses-teaching/winter-study/psci-21/>

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2022

INT Section: 01 TBA Cathy M. Johnson, Paula M. Consolini

PSCI 22 (W) LIFT: Learning Intervention for Teens

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

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

Prerequisites: none

Enrollment Limit: 10

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

Grading: pass/fail only

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

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 TWR 3:30 pm - 5:30 pm Cheryl Shanks

PSCI 283 (S) Political Economy of Public Policy Issues

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive

reading, conduct interviews, write a major report on their findings and recommendations, and present and defend their findings in a public talk.

Class Format: student presentations

Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation

Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors

Enrollment Limit: 19

Enrollment Preferences: open only to Political Economy majors

Expected Class Size: 19

Grading:

Unit Notes: required for the Political Economy major

Distributions: (D2)

Attributes: EXPE Experiential Education Courses POEC Required Courses

Not offered current academic year

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

Cross-listings: MAST 351 ENVI 351 PSCI 319

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 23

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

Expected Class Size: 22

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

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Fall 2021

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

Spring 2022

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

PSYC 15 (W) Ephquilts: An Introduction to Traditional Quilting

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: *Pieces of the Past* by Nancy J. Martin; *Stitching Memories: African-American Story Quilts* by Eva Ungar Grudin; *Sunshine and Shadow: The Amish and Their Quilts* by Phyllis Haders; *A People and Their Quilts* by John Rice Irwin; *Treasury of American Quilts* by Cyril Nelson and Carter Houck; *The Quilt: New Directions for an American Tradition*, Nancy Roe, Editor. Requirements: attendance of all classes (two field trips inc), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. *Extensive time will be spent outside of class working on assigned projects.*

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors, juniors, sophomores, first years

Grading: pass/fail only

Unit Notes: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for 40 years, and teaching classes and coordinating shows and exhibits for 25 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

Materials/Lab Fee: \$275

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MWF 1:00 pm - 3:50 pm Debra S. Rogers-Gillig

PSYC 21 (W) Psychology Internships

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or another setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Requirements/Evaluation: a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience and the supervisor's evaluation.

Prerequisites: approval by Jeremy Cone is required

Enrollment Limit: 20

Enrollment Preferences: random selection

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

PSYC 352 (F) Clinical and Community Psychology

This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. **Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.**

Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper

Prerequisites: PSYC 252

Enrollment Limit: 15

Enrollment Preferences: senior, then junior, Psychology majors; you **MUST** have permission of instructor to register for this course

Expected Class Size: 15

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Not offered current academic year

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: 16

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 16

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

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

Spring 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Zaid Adhami

REL 228 (F)(S) Zen and the Art of American Literature

Cross-listings: REL 228 ENGL 239 AMST 238

Secondary Cross-listing

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2021, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read some Buddhist American literary texts, like Ruth Ozeki's wondrous novel, *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, and Western attitudes towards death and dying. We'll also give special attention to the role that Buddhism is playing in the struggle for racial justice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week). No prior experience with meditation is necessary. Just an open mind.

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

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

Prerequisites: none

Enrollment Limit: 85

Enrollment Preferences: Students who preregister should fill out an expression of interest form at <https://tinyurl.com/ZenAmLitSpring2022> by Nov. 9. Preference will first go to students dropped from the Fall 2021 section of ENGL 239 and then by class year (seniors first).

Expected Class Size: 85

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

Distributions: (D2)

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

REL 228 (D2) ENGL 239 (D1) AMST 238 (D2)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2021

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

REL 23 (W) Gaudino Fellowship: Immersive Engagement and Reflection

Cross-listings: REL 23

Primary Cross-listing

The Gaudino Fund is offering Gaudino Fellowships for a group of 2 to 4 students during Winter Study 2022, 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. Although this course is housed in Religion, projects are not limited to religion. 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, 2021. 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 the 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 the WSP 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

Grading: pass/fail only

Materials/Lab Fee: none

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

REL 23

Attributes: EXPE Experiential Education Courses

Not offered current academic year

RLFR 13 (W) Creative Portraiture in the Darkroom

Cross-listings: RLFR 13 ARTS 13

Primary Cross-listing

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use the view camera (the large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 10 weekly lab or studio hours outside of regular classes.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art majors then random

Grading: pass/fail only

Unit Notes: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des Rencontres Photographiques de Guyane.

Materials/Lab Fee: \$120

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

RLFR 13 ARTS 13

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MTW 10:00 am - 12:50 pm Daniel Goudrouffe

RUSS 25 (W)(W) Williams in Georgia

Cross-listings: RUSS 25 SPEC 25

Primary Cross-listing

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

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

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

Enrollment Limit: 8

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

Grading: pass/fail only

Materials/Lab Fee: \$3,002.50

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

RUSS 25 SPEC 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Not offered current academic year

SOC 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Primary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective

representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

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

SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

SOC 240 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: THEA 241 WGSS 240 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

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

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

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:

THEA 241 (D2) WGSS 240 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

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

Not offered current academic year

SPEC 19 (W) Exploring Healthcare

Experience in a clinical environment is essential to exploring the health professions. Through this experiential learning course, students will clarify their understanding of the rewards and challenges of medicine, veterinary medicine, dentistry, allied health professions, or public health. Option A: Students will participate in a shadowing internship through a local Williams-facilitated placement or an independent placement in their location of choice.

Students will observe clinical interactions and learn about healthcare delivery systems. Students will be introduced to key concepts related to patient

interviewing and history taking, diagnosis, and medical decision making. Students will also be introduced to core concepts of population health and expand their perspective on the individual clinical interactions that they observe. Students will be encouraged to reflect on their healthcare experiences with a dual focus: from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions will focus on the experiences and/or area of expertise of healthcare professionals in the Berkshires and/or nationally. These sessions will now be offered virtually so that on-site and off-site students can attend as well as to facilitate a broad range of speakers. By the end of the course, students will demonstrate an understanding of the fundamentals of patient-provider interactions and key factors affecting the health of individuals and communities. A final reflective paper is required. Option B: Should clinical internships not be possible, this course will transition to fully virtual. This alternative course format would not include shadowing but instead 2-3 didactic sessions per week with guest speakers from the health professions to cover a similar range of topics. There would also be a weekly discussion board. In lieu of a reflective paper, students would write a research paper on a relevant topic of their choice.

Requirements/Evaluation: 5- to 10-page paper; active participation

Prerequisites: open to current sophomores, juniors, and seniors

Enrollment Limit: 40

Enrollment Preferences: Brief application required Priority will also be given to juniors and seniors who have not previously taken the course

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2022

INT Section: 01 Cancelled

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

Internships amplify academic learning, empower professional development, and increase students' career options. SPEC 21 offers students the opportunity to learn beyond the classroom by providing substantive applied learning experiences focusing on issues such as racial justice/social justice, non-profit/community service, government/policy/law, environment, education & many more! Students have the option of applying to the designated SPEC 21 WS internships posted on Handshake, or to submit self-sourced WS internships. For WS 2022, remote, hybrid, and on-site internship opportunities are eligible. Each student will intern for 35 hours per week working on project(s) for 3 1/2-4 weeks. Previous WS Internship Sponsors include: Stockbridge Munsee Community Band of Mohican peoples, Berkshire County Chapter, NAACP, Vera Institute of Justice, Nuclear Age Peace Foundation, and many others! Throughout the month, students will reflect upon their experiences: Impressions about the organization and its workplace culture. Insights about the structure of their role, the organization and the industry. Professionally-What they have learned about themselves within a professional environment; solidify an interest in a particular industry and build upon this experience when pursuing future opportunities or support the decision to change direction and explore a new industry. Academically-Future course selection, selection of major, and enhanced, grounded, contributions to class discussions. Williams College Alumni/Parents and other employers will be recruited as Winter Study (WS) Internship Sponsors and create meaningful projects/experiences during the month of January. It is expected that our WS Sponsors will mentor the Williams intern(s) during the course, meet with intern(s) on a regular basis to discuss projects/goals/challenges for the week, and support students' success.

Requirements/Evaluation: short paper that will become a public record, daily journal entries reflecting upon their experiences, responses to three questions posted to EphLink WS Discussion

Prerequisites: Interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if they have questions about specific WS internships listed in the SPEC 21 syllabus or self-sourced WS internships

Enrollment Limit: 150

Enrollment Preferences: based on application and possible interview

Grading: pass/fail only

Materials/Lab Fee: cost of transportation

Attributes: EXPE Experiential Education Courses

Winter 2022

INT Section: 01 TBA Dawn M. Dellea

SPEC 22 (W) Ski Patrol: Outdoor Emergency Response

Cross-listings: SPEC 22 LEAD 22

Secondary Cross-listing

The course will teach and develop technical and leadership skills required to effectively and efficiently provide emergency medical care in outdoor environments. Successful completion can lead to certification as a member of the National Ski Patrol (NSP). The course implements NSP's Outdoor Emergency Care and Outdoor Emergency Transport curricula in a hands-on, "on-hill" environment to address: Wounds and Burns - Musculoskeletal Trauma; Shock, Environmental and Medical emergencies. Students will practice the use of splints, bandaging, rescue equipment, methods of extrication, organization/prioritization of rescue tasks, and dealing with unusual emergencies. Emphasis will be placed on the Leadership Skills required to handle complex and stressful emergency situations. Each week there will be ~12 hours of mandatory outdoor training at Jiminy Peak ski area. Exact timing (mornings vs. afternoons; specific days; # hours/day) will be determined based on student and instructor availability. Additional homework/practice may be required. The course will culminate with a written and practical exam. Costs: Students who have taken Outdoor Emergency Care: \$20 (CPR certification). Students with WFR or EMT certification: \$145 (NSP membership and exam materials). \$20 CPR certification (if needed). These students might also want to acquire the Outdoor Emergency Care textbook (~\$100). Students need to supply their own ski/snowboard equipment. The course is limited to 15 students, chosen on the basis of ski/snowboard interest and ability. Preference given to students who completed the Outdoor Emergency Care PE class in the preceding fall term. Successful completion of a written and practical first aid exam, along with demonstrating ski/snowboard proficiency, will qualify the student to be certified as a National Ski Patroller. Pre-requisite: Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician.

Requirements/Evaluation: skill and knowledge demonstration in written and practical exam

Prerequisites: Outdoor Emergency Care OR Emergency Medical Technician OR Wilderness First Responder

Enrollment Limit: 16

Enrollment Preferences: ski/snowboard proficiency; prior first aid experience

Grading: pass/fail only

Unit Notes: Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.

Materials/Lab Fee: \$165

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

SPEC 22 LEAD 22

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 TBA Thomas P. Feist

SPEC 24 (W) Class of 1959 Teach NYC Urban Education Program

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at \$400 for the term. Further assistance is available for financial aid students.

Requirements/Evaluation: final 10-page paper or project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: seniority

Grading: pass/fail only

Unit Notes: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

Materials/Lab Fee: \$400

Attributes: EXPE Experiential Education Courses

Winter 2022

TVL Section: 01 TBA Tracy Finnegan

SPEC 25 (W)(W) Williams in Georgia

Cross-listings: SPEC 25

Secondary Cross-listing

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

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

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

Enrollment Limit: 8

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

Grading: pass/fail only

Materials/Lab Fee: \$3,002.50

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

SPEC 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Not offered current academic year

SPEC 26 (W) Essentials for Entrepreneurship: Creative Process, Tools, & a Deep Dive into SF Start-up Culture

This course is designed to provide students with actionable insights into how to develop an idea and exposure to a variety of startups in the Bay Area. Students from all majors are encouraged to apply as creative thinking and solution building is important to every discipline. The course will begin in Williamstown with a review of idea development tools pioneered by the Stanford d.School such as the Business Model Canvas and Design Thinking. Particular focus will be on customer discovery and how one determines if an idea is worth pursuing, the "pivots" along the way, and the adaptive mentality needed in a startup. We will look at the creative process from a personal perspective--how can each student learn to think creatively and what can they do each day. We will compare the creative process in different disciplines to see what is different and what is the same. The second half of the course will take place in San Francisco where we will tap into the strong Bay Area alumni network allowing us to visit several start-ups and fast-growing tech companies. We will look at the influence of company culture, different financing models, and the entrepreneurial ecosystem of the Bay Area. Students will do a consulting project for Minted, a fast-growing consumer focused company, will present their findings to senior management during the company visit. They will also keep a journal of ideas and observations with a short summary due at the end of the course. There will be time to check out San Francisco and the surrounding area. Reading will include *Creative Confidence: Unleashing the Creative Potential Within Us All* by David and Tom Kelly, *The Lean Start-up* by Eric Ries, *Thinking Course* by Edward deBono's and *Where Good Ideas Come From* by Steven Johnson as well as articles and podcasts.

Requirements/Evaluation: presentation to executives at Minted; short paper reflecting lessons learned and best ideas they came up with during the course; daily participation in team discussions

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students submit a 2-minute video on 1) why they are interested, 2) what they bring to the course and 3) past entrepreneurial experience

Grading: pass/fail only

Unit Notes: Tonio Palmer is the Associate Director/Director of Entrepreneurship at Williams. Tonio has had a long career in international business and founded a number of companies.

Materials/Lab Fee: \$3,000

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2022

TVL Section: 01 TBA Tonio Palmer

STS 250 (F) Environmental Justice (DPE)

Cross-listings: STS 250 ENVI 250

Secondary Cross-listing

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

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: juniors, seniors

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

STS 250 (D2) ENVI 250 (D2)

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

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

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Laura J. Martin

STS 370 (F) Medicine and Campus Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing

This class applies the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus or community health. How do disruptive moments like COVID-19 serve as focal moments in social history that reveal underlying social inequalities of access, health outcomes, and well-being? Students learn and use an array of ethnographic techniques

such as observant participation, interviewing, focus groups, and qualitative surveys building on weekly discussions, feedback, and design exercises to explore our campus and/or wider community. We situate our campus health projects by considering the wider context of power and intersectionality that inflect and structure health and well-being within our community, nation, & world. Our case ethnographies explore how structural racism shapes medical education and healthcare care in the US, how concepts of sexual citizenship can reshape debates on sexual assault on campus, how the spread of US psychiatry inflects the landscape of global mental health across Asia, and how queer activism responds to the HIV/AIDS crisis. We consider the roles of narrative, active listening, and empathy in both medicine and ethnography, while practicing skills that can benefit student researchers and interlocutors, providers as well as patients. Our goal is understand the strengths and limits of qualitative and participatory research within communities always already structured by power, privilege, and engaged practices.

Requirements/Evaluation: Three written fieldnotes, weekly attendance, writing and discussion exercises, & final oral presentations & data visualizations for fieldwork projects.

Prerequisites: A course in Anthropology, Sociology, Science & Technology Studies, or across DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

STS 370 (D2) WGSS 371 (D2) ANTH 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 examines the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It theorizes and explores the ways that intersectionality and implicit bias shapes health and well-being in the community, patient/provider encounters, and efforts to 'improve' community and individual health in the US, Asia, and across the globe.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

THEA 241 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: THEA 241 WGSS 240 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

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

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

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:

THEA 241 (D2) WGSS 240 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

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

Not offered current academic year

THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: AMST 331 COMP 330 THEA 330

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

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

Distributions: (D1)

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

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

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

Not offered current academic year

THEA 335 (F) The Culture of Carnival

Cross-listings: COMP 338 THEA 335

Primary Cross-listing

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 18

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

Distributions: (D1)

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

COMP 338 (D1) THEA 335 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

THEA 385 (S) The Sculptural Costume and It's Performance Potential

Cross-listings: THEA 385 ARTS 385

Secondary Cross-listing

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Requirements/Evaluation: the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

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

Materials/Lab Fee: \$125

Distributions: (D1)

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

THEA 385 (D1) ARTS 385 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

WGSS 10 (W) Gym Bros and Cardio Bunnies--Constructing Gender, Body and Identity in the Gym

Cross-listings: WGSS 10 COMP 10

Secondary Cross-listing

While it may not be written on the campus map, it's common Williams knowledge that the gym on upper Lasell is called "the EstroGym." Have you ever wondered why cardio spaces, like the EstroGym, are designated as feminine while weight rooms (think Lower Lasell) seem to be filled with men? We will explore the answers to this and other questions in this hybrid physical and academic course. Half of this course will be a critical exploration of phenomena often taken for granted within the fitness industry. We will discuss the ways in which cultural understandings of gender and bodies are created and reinforced in physical activity spaces. Topics will include gender policing, whiteness and white supremacy in sport and fitness, trans and gender non-conforming athletes, masculinity and violence in athletics, and the social construction of gender. Much of our reading will be grounded in feminist and sociological theory but will also include text and visual sources from CrossFit gyms, weightlifting competitions, bodybuilding shows, and more. The other half of this course will be taught in the weight room, where students will learn how to strength train. It is a suitable introduction for novice lifters as well as an opportunity for experienced lifters to refine their technique. Students will explore the differences between powerlifting, Olympic weightlifting, and bodybuilding and will have the opportunity to practice these different forms. Outside of class meeting times, students will be expected to complete readings, brief writing assignments, gym observations, short film viewings, and gym selfies (seriously). Depending on class size and logistics, we may take 1-2 field trips to other local gyms. **NOTE: This course is open to students with any type of lifting experience (from zero physical activity background to Olympic athlete). This includes students with any form of disability, so long as they are cleared by a licensed medical provider.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none--open to those with any type of lifting experience (no experience to Olympic athlete), including students with any form of disability as long as they are cleared by a licensed medical provider

Enrollment Limit: 14

Enrollment Preferences: students will write a paragraph explaining why they want to take the course

Grading: pass/fail only

Unit Notes: Holly Crane is a competitive weightlifter, personal trainer, strength coach, and educator. She received a BA in Comparative Literature from Williams and an MS in Kinesiology from the University of Minnesota. Her graduate research focused primarily on gender in the gym. She is committed to creating inclusive gym spaces and providing access to strength for those who are frequently overlooked within the fitness industry.

Materials/Lab Fee: none

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

WGSS 10 COMP 10

Attributes: EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 MTR 1:00 pm - 2:50 pm Holly E. Crane

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

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

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

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

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course

employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

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

Fall 2021

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

WGSS 240 (S) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: THEA 241 WGSS 240 SOC 240 AMST 241 LATS 241

Primary Cross-listing

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

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

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:

THEA 241 (D2) WGSS 240 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

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

Not offered current academic year

WGSS 371 (F) Medicine and Campus Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing

This class applies the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus or community health. How do disruptive moments like COVID-19 serve as focal moments in social history that reveal underlying social inequalities of access, health outcomes, and well-being? Students learn and use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys building on weekly discussions, feedback, and design exercises to explore our campus and/or wider community. We situate our campus health projects by considering the wider context of power and intersectionality that inflect and structure health and well-being within our community, nation, & world. Our case ethnographies explore how structural racism shapes medical education and healthcare care in the US, how concepts of sexual citizenship can reshape debates on sexual assault on campus, how the spread of US psychiatry inflects the landscape of global mental health across Asia, and how queer activism responds to the HIV/AIDS crisis. We consider the roles of narrative, active listening, and empathy in both medicine and ethnography, while practicing skills that can benefit student researchers and interlocutors, providers as well as patients. Our goal is understand the strengths and limits of qualitative and participatory research within communities always already structured by power, privilege, and engaged practices.

Requirements/Evaluation: Three written fieldnotes, weekly attendance, writing and discussion exercises, & final oral presentations & data visualizations for fieldwork projects.

Prerequisites: A course in Anthropology, Sociology, Science & Technology Studies, or across DIV II is strongly recommended

Enrollment Limit: 20

Enrollment Preferences: Majors in Anthropology, Sociology, Women's, Gender and Sexuality Studies; Concentrators in Public Health, Science and Technology Studies

Expected Class Size: 20

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

Distributions: (D2) (DPE) (WS)

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

STS 370 (D2) WGSS 371 (D2) ANTH 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 examines the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It theorizes and explores the ways that intersectionality and implicit bias shapes health and well-being in the community, patient/provider encounters, and efforts to 'improve' community and individual health in the US, Asia, and across the globe.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled