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.

EXPERIENTIAL EDUCATION
Coordinator: Paula Consolini

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, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

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

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

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

Enrollment Limit: 15

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

Expected Class Size: 12

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

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

Distributions: (D1)

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

Not offered current academic year

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)
Cross-listings: WGSS 113 ENGL 113 AMST 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: (D1) (DPE) (WS)

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

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

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.

Not offered current academic year

AMST 221 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)
Not offered current academic year

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)
Not offered current academic year

AMST 238  (F)  Zen and the Art of American Literature
Cross-listings: ENGL 239  REL 228  AMST 238
Secondary Cross-listing
Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2020, 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 a variety of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to contemporary novels like Ruth Ozeki's 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 mindfulness into higher education: students will learn a variety of meditation techniques, and we'll spend time each week practicing and reflecting upon those practices. Students will be expected to maintain a daily meditation practice outside of class (10-15 minutes a day), with the help of one of those newfangled meditation apps no less! No prior experience with meditation is necessary. Just an open mind. (For detailed information about the format of this hybrid course, please visit: www.tinyurl.com/Engl239info)

Class Format: This is a hybrid course. The class will be divided into small discussion groups of 6-7 students (two of the groups will be in-person; one of them remote). In a typical week, the whole class will meet together once on Zoom for 45-60 minutes and each discussion group will meet once for 60 minutes (either in-person or remote). For more info about the class format, please visit: www.tinyurl.com/Engl239info (students who are interested in this course should visit this URL).
**Requirements/Evaluation:** Regular attendance will be strictly required; weekly Glow posts; and a final critical or creative project (like an 8-10 page essay, podcast episode, or zine).

**Prerequisites:** none

**Enrollment Limit:** 21

**Enrollment Preferences:** preference will go to juniors and seniors; students who pre-register should email brhie@williams.edu an explanation of why they want to take this course, which will be used to decide enrollment. The class For more info: www.tinyurl.com/Engl239info

**Expected Class Size:** 21

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

**Distributions:** (D2)

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

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

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

**Cross-listings:** WGSS 240 THEA 241 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:

WGSS 240 (D2) THEA 241 (D1) 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.

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**AMST 252 (S) Puerto Rico and its Diaspora**

**Cross-listings:** AMST 252 LATS 252

**Secondary Cross-listing**

On September 20, 2018, Maria---a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria
caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course's community engagement component.

Class Format: to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Prerequisites: students should have some fluency with the Spanish language
Enrollment Limit: 8
Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 252 (D2) LATS 252 (D2)
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.
AMST 302  (F)  Environmental Planning Workshop: Community-Based Experience

Cross-listings:  AMST 302  ENVI 302

Secondary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through hands-on community projects. Environmental Planning includes a range of disciplines pertaining to the natural and built landscape such as city planning, housing, transportation, energy, open space and recreation, municipal services, ecological design, landscape architecture, neighborhood design, and community development, to list a few. This year, the foci will be issues currently at the forefront of the field: planning for public health and pandemics, racist planning legacies and anti-racist approaches, poverty and affordable housing, climate resilience planning, alternative transportation and transit, and agriculture and food systems. 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 GIS mapping, hands-on planning exercises and project development. Part 2 involves project work: tackling an current planning problem in your home community. 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.

Class Format: Classes will be remote; some lab sessions will be in-person (held outside) for those on campus and others will be remote; there will be some in-person small group meetings held outside for those on campus. Scheduled class time and lab times will include small group discussion and collaborative group work and individual project work.

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 class presentations over zoom.

Prerequisites:  ENVI 101; open to seniors only

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)

Fall 2020

LAB Section: H2  T 2:00 pm - 4:00 pm  Sarah Gardner
LAB Section: H3  R 2:00 pm - 4:00 pm  Sarah Gardner
SEM Section: R1  TR 11:30 am - 12:45 pm  Sarah Gardner

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

Cross-listings:  AMST 331  THEA 330  COMP 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 (Lafradico 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) THEA 330 (D1) COMP 330 (D1)

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 typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? We will approach these problems 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.

Class Format: This class will be taught remotely with both synchronous and asynchronous components. Students must attend two synchronous video meetings per week. The asynchronous portion will involve semi-weekly postings on the assigned readings using the Perusall app along with weekly video lectures.

Requirements/Evaluation: full-participation in the seminar, an independent ethnographic project, several short written assignments, and a final research essay/proposal (roughly 30 pages of writing in total).

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 16

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

Distributions: (D2)

Spring 2021

SEM Section: R1  WF 1:30 pm - 2:45 pm  Ben Snyder

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

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

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

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors
ANTH 230 (S) Musical Ethnography

Music provides a constant accompaniment to most of our lives, from mundane activities to personal or collective moments of celebration and grief. Often, we experience music's impact on us without fully considering how it shapes our ideas and experiences. Drawing on ethnomusicology, anthropology, and related fields, this course explores how music can illuminate people's practices of being-in-the-world. Musical ethnography describes both the means by which scholars pursue this line of questioning, and also the written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a musical community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation

Prerequisites: some musical training/experience necessary, see instructor for more information

Enrollment Limit: 10

Enrollment Preferences: Seniors, music and anthropology/sociology majors

Expected Class Size: 6

Grading:

Unit Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

Not offered current academic year

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

Cross-listings: STS 370  WGSS 371  ANTH 371

Primary Cross-listing

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutscho@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is 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)

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

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to ‘improve’ community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1    WF 1:30 pm - 2:45 pm     Kim  Gutschow

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)

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).
ARTS 385 (S) The Sculptural Costume and Its 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)

Not offered current academic year

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. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, 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: field trip to the Paleozoic of New York State

Requirements/Evaluation: lab assignments, short quizzes and writing assignments, and a final exam
Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205
Enrollment Limit: 15
Enrollment Preferences: sophomore and junior GEOS majors
Expected Class Size: 12
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)
Not offered current academic year

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)
Not offered current academic year

BIOL 231  (S)  Marine Ecology
Cross-listings: MAST 311  BIOL 231
Secondary Cross-listing
Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.
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
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:
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)

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)

Not offered current academic year

COMP 330  (S)  New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Cross-listings: AMST 331  THEA 330  COMP 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 (Lafrcadio 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) THEA 330 (D1) COMP 330 (D1)

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)

Not offered current academic year

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

Cross-listings: WGSS 113 ENGL 113 AMST 113

Primary Cross-listing

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

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

Requirements/Evaluation: 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:

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

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.

Not offered current academic year

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

Cross-listings: ENGL 239 REL 228 AMST 238

Primary Cross-listing

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2020, 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 a variety of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to contemporary novels like Ruth Ozeki's *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 mindfulness into higher education: students will learn a variety of meditation techniques, and we'll spend time each week practicing and reflecting upon those practices. Students will be expected to maintain a daily meditation practice outside of class (10-15 minutes a day), with the help of one of those newfangled meditation apps no less! No prior experience with meditation is necessary. Just an open mind. (For detailed information about the format of this hybrid course, please visit: www.tinyurl.com/Engl239info)

Class Format: This is a hybrid course. The class will be divided into small discussion groups of 6-7 students (two of the groups will be in-person; one of them remote). In a typical week, the whole class will meet together once on Zoom for 45-60 minutes and each discussion group will meet once for 60 minutes (either in-person or remote). For more info about the class format, please visit: www.tinyurl.com/Engl239info (students who are interested in this course should visit this URL).

Requirements/Evaluation: Regular attendance will be strictly required; weekly Glow posts; and a final critical or creative project (like an 8-10 page essay, podcast episode, or zine).

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: preference will go to juniors and seniors; students who pre-register should email brhie@williams.edu an explanation of why they want to take this course, which will be used to decide enrollment. The class For more info: www.tinyurl.com/Engl239info

Expected Class Size: 21

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

Distributions: (D1)

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

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

Fall 2020

SEM Section: H1  MWF 8:15 am - 9:30 am  WF 1:30 pm - 2:45 pm  Bernard J. Rhie

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
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: Lecture/laboratory; two asynchronous pre-recorded lectures up to 75-minutes each and one 2-hour field/laboratory/discussion/data analysis session each week. Remote students will be able to view pre-recorded field/lab procedures and participate in all data analyses and discussions.

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

Prerequisites: none

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.

Class Format: The course will have a hybrid format, with lectures taking place on-line and labs meeting in-person. Labs will take place every other week for two hours, and we will virtually meet each week for discussion.

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)

Fall 2020

LAB Section: H2  T 3:30 pm - 5:30 pm  José A. Constantine
LAB Section: H3  R 3:30 pm - 5:30 pm  José A. Constantine
LEC Section: R1  TBA  José A. Constantine

ENVI 104  (S) Oceanography

Cross-listings: GEOS 104  MAST 104  ENVI 104

Secondary Cross-listing

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

Class Format: Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

Requirements/Evaluation: two midterm exams, homework, lab work, and a final exam

Prerequisites: none

Enrollment Limit: 48

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

Expected Class Size: 48

Grading: yes pass/fail option, 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)

Spring 2021

LAB Section: H2  M 1:00 pm - 3:00 pm  Mea S. Cook
LEC Section: R1  MWF 10:40 am - 11:30 am  Mea S. Cook
LAB Section: H3  W 1:00 pm - 3:00 pm  Mea S. Cook

ENVI 105  (F) The Co-Evolution of Earth and Life
Cross-listings: GEOS 101 ENVI 105

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 30

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

Expected Class Size: 30

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

Distributions: (D3)

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

GEOS 101 (D3) ENVI 105 (D3)

Not offered current academic year

ENVI 205 (F) Geomorphology

Cross-listings: GEOS 201 ENVI 205 GEOS 305

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 physical environment. We will emphasize the influence of climatic, tectonic, and volcanic forces on landform 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. And 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 201 (D3) ENVI 205 (D3) GEOS 305 (D3)
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: We will meet in person (or remote synchronous) for our weekly lectures (3 hours) and labs (2 hours)

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

Prerequisites: at least one introductory course in Geosciences or Environmental Studies

Enrollment Limit: 12

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

Expected Class Size: 12

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)

Spring 2021

LAB Section: H2  W 3:30 pm - 5:30 pm  José A. Constantine
LEC Section: H1  MW 11:45 am - 1:00 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 remote lectures per week, and one remote 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
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)

Not offered current academic year

ENVI 221  (F)  Introduction to Urban Studies: Shaping and Living the City

Cross-listings:  AMST 221  ENVI 221  LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format:  discussion

Requirements/Evaluation:  attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  first- and second-year students as well as American Studies majors and Latina/o Studies concentrators
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.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

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

Fall 2020

TUT Section: RT1   TBA   Alex A. Apotsos

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)

Not offered current academic year

ENVI 250  (S)  Environmental Justice  (DPE)

Cross-listings: ENVI 250  STS 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: Environmental Studies concentrators

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:

ENVI 250 (D2) STS 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.

Not offered current academic year

ENVI 255  (F)  Environmental Observation

Cross-listings: GEOS 255  ENVI 255

Secondary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, 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: labs, quizzes, and a final project
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 20
Enrollment Preferences: sophomores
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 255 (D3) ENVI 255 (D3)
Not offered current academic year

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.
Not offered current academic year

ENVI 302 (F) Environmental Planning Workshop: Community-Based Experience
Cross-listings: AMST 302 ENVI 302
Primary Cross-listing
This interdisciplinary, experiential workshop introduces students to the field of planning through hands-on community projects. Environmental Planning includes a range of disciplines pertaining to the natural and built landscape such as city planning, housing, transportation, energy, open space and recreation, municipal services, ecological design, landscape architecture, neighborhood design, and community development, to list a few. This year, the foci will be issues currently at the forefront of the field: planning for public health and pandemics, racist planning legacies and anti-racist approaches, poverty and affordable housing, climate resilience planning, alternative transportation and transit, and agriculture and food systems. 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 GIS mapping, hands-on planning exercises and project development. Part 2 involves project work: tackling an current
planning problem in your home community. 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.

**Class Format:** Classes will be remote; some lab sessions will be in-person (held outside) for those on campus and others will be remote; there will be some in-person small group meetings held outside for those on campus. Scheduled class time and lab times will include small group discussion and collaborative group work and individual project work.

**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 class presentations over zoom.

**Prerequisites:** ENVI 101; open to seniors only

**Enrollment Limit:** 16

**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)

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**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 invisibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

**Class Format:** six hours per week

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

**Prerequisites:** BIOL/ENVI 203 or 220

**Enrollment Limit:** 28

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

**Expected Class Size:** 24

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

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

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

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

BIOL 302 (D3) ENVI 312 (D3)
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)
Not offered current academic year

ENVI 351  (S)  Marine Policy  (WS)

Cross-listings: ENVI 351  MAST 351  PSCI 319

Secondary Cross-listing
This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation's environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

Class Format: seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore
Requirements/Evaluation: an independent research project, and two presentations.
Prerequisites: none
Enrollment Limit: 23
Enrollment Preferences: must be enrolled at Williams-Mystic in Connecticut
Expected Class Size: 22
Grading: no pass/fail option, yes fifth course option
Unit Notes: offered only at Williams-Mystic at Mystic Seaport Museum in CT
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

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)

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)

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 accrete and separate. 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: 30

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

Expected Class Size: 30

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

Distributions: (D3)

Not offered current academic year

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.

Class Format: The course will have a hybrid format, with lectures taking place on-line and labs meeting in-person. Labs will take place every other week for two hours, and we will virtually meet each week for discussion.

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)

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GEOS 104 (S) Oceanography

Cross-listings: GEOS 104 MAST 104 ENVI 104

Primary Cross-listing

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

Class Format: Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

Requirements/Evaluation: two midterm exams, homework, lab work, and a final exam

Prerequisites: none

Enrollment Limit: 48

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

Expected Class Size: 48

Grading: yes pass/fail option, 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)

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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: Hybrid. 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)

Fall 2020

LAB Section: H2 W 1:00 pm - 3:00 pm Bud Wobus

LEC Section: H1 MW 8:15 am - 9:30 am Bud Wobus

GEOS 210 (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)

Not offered current academic year

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. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, 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:** field trip to the the Paleozoic of New York State

**Requirements/Evaluation:** lab assignments, short quizzes and writing assignments, and a final exam

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

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomore and junior GEOS majors

**Expected Class Size:** 12

**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)

Not offered current academic year

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**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:** We will meet in person (or remote synchronous) for our weekly lectures (3 hours) and labs (2 hours)

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

**Prerequisites:** at least one introductory course in Geosciences or Environmental Studies

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

**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)

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Spring 2021

LAB Section: H2  W 3:30 pm - 5:30 pm  José A. Constantine

LEC Section: H1  MW 11:45 am - 1:00 pm  José A. Constantine

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**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 remote lectures per week, and one remote 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)

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**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.

**Class Format:** Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

**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
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

Fall 2020
TUT Section: RT1  TBA  Alex A. Apotsos

GEOS 255  (F)  Environmental Observation

Cross-listings: GEOS 255  ENVI 255

Primary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, 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: labs, quizzes, and a final project
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 20
Enrollment Preferences: sophomores
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 255 (D3) ENVI 255 (D3)

Not offered current academic year

GEOS 302  (S)  Sedimentology  (WS)

Sedimentology is a fundamental component of Geoscience, linking the solid Earth, ocean, atmosphere and biosphere. Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. They are the book in which we read the story of evolution and where Earth's history is recorded. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments. This course is in the Sediments and Life group for the Geosciences major.

Class Format: 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 regular quizzes
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: no 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.

Not offered current academic year

GEOS 305  (F)  Geomorphology

Cross-listings: GEOS 201  ENVI 205  GEOS 305

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 physical environment. We will emphasize the influence of climatic, tectonic, and volcanic forces on landform 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. And 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 201 (D3) ENVI 205 (D3) GEOS 305 (D3)

Not offered current academic year

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)
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)

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.
Not offered current academic year
HIST 264 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

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)

Not offered current academic year

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

Cross-listings: HIST 352 MAST 352

This course surveys 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. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

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

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 weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. 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 burdening others with tremendous costs. 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.

Not offered current academic year
LATS 220  (F) Introduction to Urban Studies: Shaping and Living the City
Cross-listings: AMST 221  ENVI 221  LATS 220

Primary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Not offered current academic year

LATS 241  (S) Performing Masculinity in Global Popular Culture  (DPE)
Cross-listings: WGSS 240  THEA 241  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:
WGSS 240 (D2) THEA 241 (D1) 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.
LATS 252 (S) Puerto Rico and its Diaspora

Cross-listings: AMST 252 LATS 252

Primary Cross-listing

On September 20, 2018, Maria—a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island’s status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course’s community engagement component.

Class Format: to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

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

Distributions: (D2)

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

AMST 252 (D2) LATS 252 (D2)

Not offered current academic year

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.

**Class Format:** Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

**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

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MAST 104 (S) Oceanography

**Cross-listings:** GEOS 104 MAST 104 ENVI 104

**Secondary Cross-listing**

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

**Class Format:** Remote lectures, students attend a 2-hour lab every other week. Lab meetings will be a mixture of remote, and in-person/hybrid formats. If public health conditions allow, there may be a field trip.

**Requirements/Evaluation:** two midterm exams, homework, lab work, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 48

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

**Expected Class Size:** 48

**Grading:** yes pass/fail option, 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)

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Spring 2021

LAB Section: H2 M 1:00 pm - 3:00 pm Mea S. Cook

LEC Section: R1 MWF 10:40 am - 11:30 am Mea S. Cook

LAB Section: H3 W 1:00 pm - 3:00 pm Mea S. Cook
MAST 211 (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)

Not offered current academic year

MAST 311 (S) Marine Ecology

Cross-listings: MAST 311 BIOL 231

Primary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

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

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 311 (D3) BIOL 231 (D3)

Not offered current academic year

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)

*Not offered current academic year*

**MAST 351 (S) Marine Policy** (WS)

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

**Primary Cross-listing**

This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation’s environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America’s coastlines and oceans.

**Class Format:** seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore

**Requirements/Evaluation:** an independent research project, and two presentations.

**Prerequisites:** none

**Enrollment Limit:** 23

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

**Expected Class Size:** 22

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

**Unit Notes:** offered only at Williams-Mystic at Mystic Seaport Museum in CT

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

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

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

**Writing Skills Notes:** Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

*Not offered current academic year*

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

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

**Primary Cross-listing**
This course surveys 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. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

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

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 weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. 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 burdening others with tremendous costs. 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.

Not offered current academic year

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, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

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

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

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

Enrollment Limit: 15

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

Expected Class Size: 12

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

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

Distributions: (D1)

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

Not offered current academic year

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. Basic knowledge of musical notation strongly recommended.

Class Format: studio/brief lectures

Requirements/Evaluation: one quiz, one short 3-4 page paper, journaling and a final paper (6-8 page) and 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)

Spring 2021

SEM Section: H1    MR 1:30 pm - 2:45 pm    Brad Wells

MUS 205  (F)(S)  Composition I

Beginning courses in musical composition. Size and number of required projects will vary from 4 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 performed.

Class Format: Remote in the fall semester.

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

Prerequisites: MUS 202 (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)

Fall 2020

SEM Section: R1    TF 3:15 pm - 4:30 pm    Zachary Wadsworth

Spring 2021

SEM Section: R1    WF 1:30 pm - 2:45 pm    Ileana Perez Velazquez

MUS 206  (F)(S)  Composition II

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, and performance and critique of work. Individual meetings may be added to deal with individual needs. 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 performed.

Class Format: Remote in the fall semester.

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)

Fall 2020
SEM Section: R1    TF 3:15 pm - 4:30 pm    Zachary Wadsworth
Spring 2021
SEM Section: R1    WF 1:30 pm - 2:45 pm    Ileana Perez Velazquez

MUS 230 (S) Musical Ethnography
Music provides a constant accompaniment to most of our lives, from mundane activities to personal or collective moments of celebration and grief. Often, we experience music's impact on us without fully considering how it shapes our ideas and experiences. Drawing on ethnomusicology, anthropology, and related fields, this course explores how music can illuminate people's practices of being-in-the-world. Musical ethnography describes both the means by which scholars pursue this line of questioning, and also the written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a musical community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation
Prerequisites: some musical training/experience necessary, see instructor for more information
Enrollment Limit: 10
Enrollment Preferences: Seniors, music and anthropology/sociology majors
Expected Class Size: 6
Grading: no pass/fail option, yes fifth course option
Unit Notes: MUS World Music/Ethnomusicology
Distributions: (D1)

Not offered current academic year

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)

Not offered current academic year
PHLH 402  (S)  Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into small research teams to interact with local organizations (remotely) 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: 10

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

Expected Class Size: 8

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

Distributions: No divisional credit

Spring 2021

SEM Section: H3   MW 10:00 am - 11:15 am   Marion Min-Barron
SEM Section: H2   MW 11:45 am - 1:00 pm   Marion Min-Barron
SEM Section: H1   TR 9:45 am - 11:00 am   Susan Godlonton

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)

Spring 2021

SEM Section: H1   MR 1:30 pm - 2:45 pm   William M. Gentry, Sidney A. Rothstein

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)

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**Fall 2020**

**SEM Section: H1**  TR 11:30 am - 12:45 pm  Nicole E. Mellow

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**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.

**Grading:** pass/fail only

**Materials/Lab Fee:** cost of books

Not offered current academic year

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**PSCI 319 (S) Marine Policy (WS)**

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

**Secondary Cross-listing**

This seminar considers contemporary issues in our relationship with our ocean and marine environment and the critical roles our oceans and coasts play in our Nation's environmental sustainability, and ocean and coastal climate resiliency and stability. By analyzing case and statutory law and policies that relate to our rich and diverse coastal and marine environment, we critically examine the many conflict of use issues present in the coastal and marine environment. The course examines coastal zone management, climate change, fisheries, environmental justice, ocean and coastal pollution, marine biodiversity and admiralty, through the lens of coastal and ocean governance and policy-making. Semester-long independent research engages students with ocean and coastal stakeholders to develop policy strategies and solutions to contemporary issues impacting America's coastlines and oceans.

**Class Format:** seminar, discussions, guest lectures by active professionals, and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore

**Requirements/Evaluation:** an independent research project, and two presentations.

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Connecticut
Expected Class Size: 22
Grading: no pass/fail option, yes fifth course option
Unit Notes: offered only at Williams-Mystic at Mystic Seaport Museum in CT
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351 (D2) MAST 351 (D2) PSCI 319 (D2)

Writing Skills Notes: Each student writes a short paper identifying research goals, a draft outline of the research paper, a draft of the research paper (10-15 pp.), as well as a final 8-10 pp. research paper. Each submission receives written feedback from professor, including additional research resources, input on grammar, structure, language, analysis as well as an assessment of and assistance with credibility and feasibility of proposed final policy recommendation; several individual conferences held as well.

Not offered current academic year

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: 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 Ken Savitsky is required
Enrollment Limit: 20
Enrollment Preferences: random selection
Grading: pass/fail only
Not offered current academic year

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)
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)

**Not offered current academic year**

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REL 110 (F) Living Religion: The Study of Religion in Everyday Life

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.

**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

**Expected Class Size:** 12-12

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

**Distributions:** (D2)

**Not offered current academic year**

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

Cross-listings: ENGL 239 REL 228 AMST 238

Secondary Cross-listing

Just one hundred years ago, few Americans knew the first thing about Buddhism. But in 2020, 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 a variety of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to contemporary novels like Ruth Ozeki's *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 mindfulness into higher education: students will learn a variety of meditation techniques, and we’ll spend time each week practicing and reflecting upon those practices. Students will be expected to maintain a daily meditation practice outside of class (10-15 minutes a day), with the help
of one of those newfangled meditation apps no less! No prior experience with meditation is necessary. Just an open mind. (For detailed information about the format of this hybrid course, please visit: www.tinyurl.com/Engl239info)

Class Format: This is a hybrid course. The class will be divided into small discussion groups of 6-7 students (two of the groups will be in-person; one of them remote). In a typical week, the whole class will meet together once on Zoom for 45-60 minutes and each discussion group will meet once for 60 minutes (either in-person or remote). For more info about the class format, please visit: www.tinyurl.com/Engl239info (students who are interested in this course should visit this URL).

Requirements/Evaluation: Regular attendance will be strictly required; weekly Glow posts; and a final critical or creative project (like an 8-10 page essay, podcast episode, or zine).

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: preference will go to juniors and seniors; students who pre-register should email brhie@williams.edu an explanation of why they want to take this course, which will be used to decide enrollment. The class More info: www.tinyurl.com/Engl239info

Expected Class Size: 21

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

Distributions: (D2)

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

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

Fall 2020

SEM Section: H1    MWF 8:15 am - 9:30 am WF 1:30 pm - 2:45 pm    Bernard J. Rhie

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)

Not offered current academic year

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

Cross-listings: WGSS 240 THEA 241 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:

WGSS 240 (D2) THEA 241 (D1) 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.

Spring 2021

SEM Section: R1 MW 6:45 pm - 8:00 pm Gregory C. Mitchell

SPEC 19 (W) Healthcare Internships

Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions, as well as to learn about the systems within which health care is delivered. Students will be introduced to fundamental concepts related to patient interviewing and history taking, diagnosis and medical decision making. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus- from the perspective of the individual provider-patient relationship and within a systems-level context. Didactic sessions for (on-campus students) will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally. Students will be introduced to concepts of health and wellness, epigenetics, and environmental influences that have a demonstrable, sustained impact on individuals before and after clinical symptoms of illness emerge. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and factors affecting the health of individuals and communities.

Requirements/Evaluation: 10-page paper

Prerequisites: not open to first-years

Enrollment Preferences: grade level and potential as applicant to professional programs

Grading: pass/fail only

Not offered current academic year

SPEC 21 (W) Experience in the Workplace; an Internship with Williams Alumni/Parents

Field experience is a critical component of the decision to enter a profession. Through these field placements, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the
workplace. In order to participate in this course, students must apply to the winter study internships listed in this syllabus. The expectation is that each student will observe and participate in some aspect of the profession for at least 30 hours per week, 6 hours per day for 5 days each week. It is also expected that the instructor will assign a specific project to be completed within the 3-4 week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization, and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience.

Teaching Associates: Williams College Alumni/Parents will be recruited to become teaching associates for this course. A broad range of professions will be represented as the course develops. Alumni and parents will receive individual orientations with the course instructor in person or via telephone conference. Students will be required to read one of two books selected for this course. Bibliography: a bibliography of readings would be selected from such works as: What Should I do with My Life? by Po Bronson, 2003; Working by Studs Terkel, 2004.

Requirements/Evaluation: it is expected that students will complete assigned readings (read one of two books assigned to this course), write a daily journal, and write a 5- to 7-page expository review; evaluation will become public record as a resource for other students

Prerequisites: interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if students have questions about specific WS internships listed in the SPEC 21 syllabus; application are submitted via Handshake

Enrollment Preferences: 1st priority--students applying for winter study internships listed in the SPEC 21 syllabus; 2nd priority--students developing independent Internships with Williams alumni/parents; first-years limited to applying for local internships

Grading: pass/fail only

Materials/Lab Fee: cost of books

Not offered current academic year

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

Class Format: wsp internship

Requirements/Evaluation: Evaluation will be based on a journal and a 5-page paper

Prerequisites: prerequisites: Sophomore, Junior or Senior standing; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: $400

Not offered current academic year

STS 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 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:** Environmental Studies concentrators

**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:**

ENVI 250 (D2) STS 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.

Not offered current academic year

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**STS 265  (F) Digital Performance Lab**

**Cross-listings:** SCST 265 THEA 265  STS 265

**Secondary Cross-listing**

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices.

Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

**Requirements/Evaluation:** bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 6

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

**Materials/Lab Fee:** $100

**Distributions:** (D1)

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

SCST 265 (D2) THEA 265 (D1) STS 265 (D1)

Not offered current academic year

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**STS 370  (F) Medicine and Campus Health in Disruptive Times  (DPE)**

**Cross-listings:** STS 370 WGSS 371 ANTH 371

**Secondary Cross-listing**

This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social
history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.

Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutschow@williams.edu) to indicate whether you plan to attend in person or remotely.

Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects

Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is 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)

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

STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to ‘improve’ community health within contexts of social inequality and social suffering.

Fall 2020

SEM Section: H1    WF 1:30 pm - 2:45 pm     Kim Gutschow

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

Cross-listings: WGSS 240  THEA 241  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: (D1)  (DPE)

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

WGSS 240 (D2) THEA 241 (D1) 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.

Spring 2021

SEM Section: R1    MW 6:45 pm - 8:00 pm    Gregory C. Mitchell

THEA 265  (F) Digital Performance Lab
Cross-listings: SCST 265 THEA 265 STS 265
Primary Cross-listing
A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices. Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Requirements/Evaluation:  bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 6
Grading: no pass/fail option, yes fifth course option
Materials/Lab Fee: $100
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
SCST 265 (D2) THEA 265 (D1) STS 265 (D1)
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 THEA 330 COMP 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 (Lafrcadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunoes (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) THEA 330 (D1) COMP 330 (D1)
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)

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)

WGSS 113  (F)  The Feminist Poetry Movement  (DPE)  (WS)
Cross-listings:  WGSS 113  ENGL 113  AMST 113
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:

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

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.

Not offered current academic year
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:
WGSS 240 (D2) THEA 241 (D1) 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.

Spring 2021
SEM Section: R1    MW 6:45 pm - 8:00 pm    Gregory C. Mitchell

WGSS 371  (F) Medicine and Campus Health in Disruptive Times  (DPE)
Cross-listings: STS 370  WGSS 371  ANTH 371
Secondary Cross-listing
This class uses the methods and theories of critical medical anthropology and medical sociology to help students design and pursue innovative ethnographic projects that explore campus health or community health. Students will use an array of ethnographic techniques such as observant participation, interviewing, focus groups, and qualitative surveys to explore our campus community comprised of students, faculty, and/or staff, that build on weekly discussions, feedback, and design exercises. We situate our campus health projects within the wider context of how power and intersectionality inflect and structure health and well-being locally and globally. Our case studies explore how structural racism shapes medical education, pediatric care, and maternity care in the US, how the spread of US psychiatry inflects the landscape of global mental health, and how queer activism responded to the HIV/AIDS crisis. We consider how disruptive moments like COVID-19 or HIV/AIDS can serve as focal moments in social history that reveal underlying inequalities of health outcomes and access. We attend to the parallel roles of narrative in medicine and ethnography, as we contrast the discourse of providers & patients as well as researchers & interlocutors. Throughout our goal is to better understand the strengths and limits of ethnographic inquiry while exploring the challenges of collaborative and participatory research within communities always already structured by power, privilege, and engaged practices.
Class Format: Offered in hybrid format, yet students are encouraged to attend in person if they can. Students will be grouped into in-person or remote sections and can be reassigned during the semester if they request or require it for health reasons. Students should complete all assignments, weekly exercises, and attendance in class discussion. Please email me (Kgutschow@williams.edu) to indicate whether you plan to attend in person or remotely.
Requirements/Evaluation: Three written fieldnotes, weekly attendance and other writing exercises, midterm and final presentations on fieldwork projects
Prerequisites: none, but a class in Anthropology, Sociology, Science & Technology Studies, or other social science is 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)
This course is cross-listed and the prefixes carry the following divisional credit:
STS 370 (D2) WGSS 371 (D2) ANTH 371 (D2)
Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes, well-being, and access to health resources. It theorizes the ways that intersectionality shapes health of individuals and societies, including patient/provider encounters and efforts to 'improve' community health within contexts of social inequality and social suffering.

Fall 2020
SEM Section: H1    WF 1:30 pm - 2:45 pm    Kim Gutschow