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
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: evaluation will be based on 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

Extra Info: 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

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2020

LAB Section: B2  Cancelled
LAB Section: B4  Cancelled
LAB Section: B3  Cancelled
SEM Section: B1  Cancelled

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

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

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

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

**Prerequisites:** MUS 104b or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Music majors and Jazz Ensemble members

**Expected Class Size:** 5-8

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

**Distributions:** (D1)

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

MUS 204 (D1) AFR 214 (D2)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

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**AMST 101 (F)(S) America: the Nation and Its Discontents** (DPE) (WS)

America has always named something more than a geographical place; being “American” has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

**Class Format:** seminar

**Requirements/Evaluation:** total of 20 pages of writing; several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 19

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

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

**Writing Skills Notes:** This course satisfies the writing skills requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced. Total of 20 pages of writing; several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

**Attributes:** EXPE Experiential Education Courses

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Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Dorothy J. Wang

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Eli Nelson

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

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

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

Class Format: seminar; 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: none

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Fall 2019

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

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: lecture/discussion
Requirements/Evaluation: evaluation will be based on 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)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

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

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

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.

Class Format: seminar

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

Attributes: EXPE Experiential Education Courses FMST Related Courses

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

Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

Secondary Cross-listing

In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of
apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like *Middle Passage*, *A Tale for the Time Being*, and *Lincoln in the Bardo*. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

**Class Format:** lecture

**Requirements/Evaluation:** regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

**Prerequisites:** any literature course at Williams or permission of the instructor

**Enrollment Limit:** 45

**Enrollment Preferences:** students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

**Expected Class Size:** 35

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

**Distributions:** (D2)

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

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

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

Fall 2019

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

**AMST 241 (F) Performing Masculinity in Global Popular Culture**

**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 at home and abroad, 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.

The course includes a field trip to a drag performance in Northampton.

**Class Format:** seminar

**Requirements/Evaluation:** masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** in the event of over-enrollment, a short statement of interest will be solicited

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

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)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Space and Place Electives  EXPE Experiential Education Courses  LATS Core Electives

Not offered current academic year

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

Cross-listings: ENVI 259  AMST 259  HIST 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

Class Format: seminar

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

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

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

Not offered current academic year

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

Cross-listings: ENVI 302 AMST 302

Secondary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through community-based projects. Environmental Planning encompasses many disciplines pertaining to the natural and built landscape such as city planning, ecological design, climate resiliency, natural resource planning, landscape architecture, agricultural and food systems, walkable neighborhood design, energy planning, and community development, to name a few. In this workshop, students regularly get out of the classroom and gain direct experience working in the greater Berkshire region. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework, site visits, and concludes with a design project. Part 2 focuses on hands-on field work tackling an actual planning project under the guidance of a community partner. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including interviews, survey research, site visits, primary research, mapping, and site design and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related skill sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, report-writing, design, and teamwork. The class culminates in an on-site public presentation of each team's planning study.

Class Format: seminar discussion/group workshop/project lab

Requirements/Evaluation: short writing assignments, class discussion, team projects, class presentations, final group public presentation and report

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, yes 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:
ENVI 302 (D2) AMST 302 (D2)

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

Fall 2019

SEM Section: 04  TR 11:20 am - 12:35 pm  Henry W. Art
LAB Section: 03  R 1:00 pm - 4:00 pm  Sarah Gardner
AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: AMST 331 COMP 330 THEA 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper’s Weekly (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.

Class Format: seminar

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

Enrollment Preferences: none

Expected Class Size: 10

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

Distributions: (D2)

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

AMST 331 (D2) COMP 330 (D1) THEA 330 (D1)

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

Spring 2020

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? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect an individual’s inquiry? 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? In the first half of the course, we will approach these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course will be dedicated to a hands-on training in field methods, in which the students will design and undertake their own pilot field projects.

Class Format: seminar

Requirements/Evaluation: full-participation in the seminar, several short papers, an independent ethnographic project and a final research proposal

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option
**Distributions:** (D2)

**Attributes:** EVST Methods Courses  EXPE Experiential Education Courses

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**Spring 2020**

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

**ANSO 402  (S) Senior Seminar**

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

**Class Format:** seminar

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

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

**Enrollment Limit:** none

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 12

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

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses

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**Spring 2020**

**SEM Section: 01    MR 1:10 pm - 2:25 pm     Christina E. Simko**

**ANTH 371  (F) Medicine, Pathology, and Power: An Ethnographic View** (DPE)

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

**Primary Cross-listing**

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

**Class Format:** seminar

**Requirements/Evaluation:** four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

**Expected Class Size:** 19
Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Arts: EXPE Experiential Education Courses  PHLH Methods in Public Health

Fall 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Kim Gutschow

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

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

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.

Class Format: seminar

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

Attributes:  EXPE Experiential Education Courses  FMST Related Courses

Not offered current academic year

ARTH 274  (S) Chinese Calligraphy: Theory and Practice

Cross-listings:  ARTH 274  ARTS 274  ASST 274

Primary Cross-listing
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This
course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: lecture/studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

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

Unit Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

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

ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)

Attributes: EXPE Experiential Education Courses  GBST East Asian Studies Electives

Spring 2020

LEC Section: 01  W 1:10 pm - 3:50 pm  Ju-Yu Scarlett Jang

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

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given.

Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).

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

Requirements/Evaluation: attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

Enrollment Limit: 14

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

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2020

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

ARTS 274  (S)  Chinese Calligraphy: Theory and Practice

Cross-listings: ARTH 274  ARTS 274  ASST 274

Secondary Cross-listing

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos “beauty” + graphe “writing”). This
course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: lecture/studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

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

Unit Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

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

ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)

Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

Spring 2020
LEC Section: 01 W 1:10 pm - 3:50 pm Ju-Yu Scarlett Jang

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

Cross-listings: ARTS 385 THEA 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.

Class Format: studio

Requirements/Evaluation: evaluation will be based on 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:

ARTS 385 (D1) THEA 385 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ASST 274 (S) Chinese Calligraphy: Theory and Practice

Cross-listings: ARTH 274 ARTS 274 ASST 274

Secondary Cross-listing

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the
This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: lecture/studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

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

Unit Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

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

ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)

Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01    W 1:10 pm - 3:50 pm    Ju-Yu Scarlett Jang

BIOL 211 (S) Paleobiology

Cross-listings: BIOL 211 GEOS 212

Secondary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. 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: lecture/laboratory; 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:

BIOL 211 (D3) GEOS 212 (D3)

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives
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: lecture and both field and indoor laboratories

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

Prerequisites: none

Enrollment Limit: 30

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

Expected Class Size: 24

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

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 220 (D3) BIOL 220 (D3)

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

BIOL 231  (F)(S) Marine Ecology

Cross-listings: BIOL 231  MAST 311

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: lecture/laboratory, 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

Extra Info: offered only at Mystic Seaport

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

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

Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 231 (D3) MAST 311 (D3)

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

Fall 2019
LEC Section: 01  TBA  Tim J. Pusack

Spring 2020
LEC Section: 01  TBA  Tim J. Pusack

BIOL 302 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312  BIOL 302

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: lecture/laboratory, six hours a week

Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

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

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

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

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

Fall 2019
LAB Section: 02  T 1:00 pm - 4:00 pm  Manuel A. Morales
LAB Section: 03  W 1:00 pm - 4:00 pm  Manuel A. Morales
LEC Section: 01  TR 9:55 am - 11:10 am  Manuel A. Morales

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: lecture/discussion
requirements/evaluation: evaluation will be based on class participation, several oral presentations and short papers, and a final research project.

prerequisites: CHIN 101 or permission of instructor

enrollment limit: 19

expected class size: 12

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

distributions: (D1)

attributes: EXPE Experiential Education Courses Linguistics

not offered current academic year

COMP 238 (F) Zen and the Art of American Literature

cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

secondary cross-listing

in 1844, the transcendentalist magazine, the dial, published an excerpt from the lotus sutra, translated into english by elizabeth palmer peabody. it was the first english-language version of any buddhist text to be published in the united states. at the time, very few americans knew the first thing about what buddhism was, but now, a little over a century and a half later, buddhist ideas and practices seem ubiquitous (available even in the form of apps like headspace and calm). in this class, we'll explore how buddhism came to be the profoundly important cultural force in american life that it is today, looking particularly at the influence of zen on american literature. we'll read an array of buddhist-influenced literary texts, from the beat poetry of the 1950s to novels like middle passage, a tale for the time being, and lincoln in the bardo. but we'll also range far beyond the world of literature into a variety of other cultural domains in which buddhism has had a deep impact, like environmentalism and deep ecology, western psychotherapy, and western attitudes towards death and dying. we'll also explore the role that buddhism is playing in the fight against racism and racial injustice (from bell hooks to black lives matter). and we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques and we'll spend some time each class practicing and reflecting upon those practices. students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. no prior experience with meditation is necessary. just an open mind.

class format: lecture

requirements/evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

prerequisites: any literature course at williams or permission of the instructor

enrollment limit: 45

enrollment preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

expected class size: 35

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

attributes: ENGL Literary Histories C EXPE Experiential Education Courses

fall 2019

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

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

cross-listings: AMST 331 COMP 330 THEA 330

secondary cross-listing

this course will look at the representation of a city and how it has influenced artists. students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. reading selections will include examples such as harper's weekly (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.

**Class Format:** seminar

**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

**Enrollment Preferences:** none

**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 (D2) COMP 330 (D1) THEA 330 (D1)

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

Spring 2020

SEM Section: 01  R 1:10 pm - 3:50 pm  Deborah A. Brothers

**COMP 338 (F) The Culture of Carnival**

**Cross-listings:** THEA 335  COMP 338

**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.

**Class Format:** studio

**Requirements/Evaluation:** students will be evaluated on 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:

THEA 335 (D1) COMP 338 (D1)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

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

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

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

Class Format: seminar; 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: none

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

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

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

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

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses
In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like Middle Passage, A Tale for the Time Being, and Lincoln in the Bardo. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: lecture

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

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

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses
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.

Class Format: lecture

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

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

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

Distributions: (D3)

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

GEOS 100 (D3) ENVI 100 (D3)

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

Spring 2020

LAB Section: 02    M 1:00 pm - 3:00 pm     Alice C. Bradley
LAB Section: 03    T 1:00 pm - 3:00 pm     Alice C. Bradley
LEC Section: 01    MWF 9:00 am - 9:50 am     Alice C. Bradley

ENVI 102  (S)  Introduction to Environmental Science

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

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

Requirements/Evaluation: weekly short quizzes, three exams, weekly homework, two lab reports, participation

Prerequisites: none

Enrollment Limit: 48

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

Expected Class Size: 48

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

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D3)

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

Spring 2020
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 the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends are where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. 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 freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/occasional field trips

Requirements/Evaluation: evaluation based on written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

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

Distributions: (D3)

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

GEOS 103 (D3) ENVI 103 (D3)

Attributes:  ENVI Natural World Electives  EXPE Experiential Education Courses

Not offered current academic year

ENVI 104  (F)  Oceanography

Cross-listings:  GEOS 104  ENVI 104  MAST 104

Secondary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST 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) ENVI 104 (D3) MAST 104 (D3)

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

Fall 2019
LAB Section: 02  W 1:00 pm - 3:00 pm  Mea S. Cook
LEC Section: 01  MWF 9:00 am - 9:50 am  Mea S. Cook
LAB Section: 03  R 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: lecture; one laboratory per week plus one all-day field trip

Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: underclassmen

Expected Class Size: 30

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

Distributions: (D3)

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

GEOS 101 (D3) ENVI 105 (D3)

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

Fall 2019
LAB Section: 03  T 1:00 pm - 3:00 pm  Phoebe A. Cohen
LEC Section: 01  MWF 10:00 am - 10:50 am  Phoebe A. Cohen
LAB Section: 02  M 1:00 pm - 3:00 pm  Phoebe A. Cohen

ENVI 205  (F)  Geomorphology

Cross-listings: ENVI 205  GEOS 201

Secondary Cross-listing

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their
importance in shaping the physical environment. We 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. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

**Class Format:** lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains

**Requirements/Evaluation:** evaluation will be based on two hour exams, a project, lab work and class participation

**Prerequisites:** any 100-level GEOS course or permission of instructor

**Enrollment Limit:** 18

**Expected Class Size:** 15

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

**Distributions:** (D3)

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

ENVI 205 (D3) GEOS 201 (D3)

**Attributes:** AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses

Not offered current academic year

**ENVI 214 (F) Mastering GIS**

**Cross-listings:** GEOS 214 ENVI 214

**Secondary Cross-listing**

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

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

**Prerequisites:** at least one introductory course in BIOL, ENVI, or GEOS

**Enrollment Limit:** 20

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

**Expected Class Size:** 20

**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 214 (D3) ENVI 214 (D3)

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

Fall 2019

LEC Section: 01    MW 11:00 am - 12:15 pm    Alex A. Apotsos

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

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

**ENVI 215 (F) Climate Changes**
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.

**Class Format:** lecture, three hours per week; one three-hour lab per week

**Requirements/Evaluation:** evaluation will be based on lab exercises and problem sets (25%), three hour 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 permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 14

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

**Distributions:** (D3)

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

ENVI 215 (D3) GEOS 215 (D3)

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

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**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:** lecture and both field and indoor laboratories

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

**Prerequisites:** none

**Enrollment Limit:** 30

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

**Expected Class Size:** 24

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

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

**Materials/Lab Fee:** there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

**Distributions:** (D3)

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

ENVI 220 (D3) BIOL 220 (D3)

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

Requirements/Evaluation: evaluation will be based on 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)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

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

Cross-listings: GEOS 221 ENVI 222

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.

Class Format: tutorial
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: seminar with field trips
Requirements/Evaluation: several short essays; final research project
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: Environmental Studies majors and concentrators; History majors
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 229 (D2) HIST 264 (D2)
Attributes: ENVI Humanities, Arts + Social Science Electives  EVST Culture/Humanities  EXPE Experiential Education Courses  HIST Group F Electives - U.S. + Canada

Spring 2020
SEM Section: 01  TR 9:55 am - 11:10 am  Laura J. Martin

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.

**Class Format:** seminar

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

**Prerequisites:** ENVI101 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.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

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

**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.

**Class Format:** lecture

**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)

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

Fall 2019

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

LAB Section: 02  R 1:00 pm - 4:00 pm  Alice C. Bradley
ENVI 259 (S) New England Environmental History (WS)

Cross-listings: ENVI 259 AMST 259 HIST 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.

Class Format: seminar

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:

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

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

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

Not offered current academic year

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

Cross-listings: ENVI 302 AMST 302

Primary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through community-based projects. Environmental Planning encompasses many disciplines pertaining to the natural and built landscape such as city planning, ecological design, climate resiliency, natural resource planning, landscape architecture, agricultural and food systems, walkable neighborhood design, energy planning, and community development, to name a few. In this workshop, students regularly get out of the classroom and gain direct experience working in the greater Berkshire region. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework, site visits, and concludes with a design project. Part 2 focuses on hands-on field work tackling an actual planning project under the guidance of a community partner. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including interviews, survey research, site visits, primary research, mapping, and site design and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related skill sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, report-writing, design, and teamwork. The class culminates in an on-site public presentation of each team's planning study.

Class Format: seminar discussion/group workshop/project lab

Requirements/Evaluation: short writing assignments, class discussion, team projects, class presentations, final group public presentation and report

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators
ENVI 312  (F)  Communities and Ecosystems  (QFR)

Cross-listings:  ENVI 312  BIOL 302

Secondary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including 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 laboratory 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: lecture/laboratory, six hours a week

Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites:  BIOL/ENVI 203 or 220

Enrollment Limit:  28

Enrollment Preferences:  Biology majors and Environmental Studies majors and concentrators

Expected Class Size:  24

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

Unit Notes:  satisfies the distribution requirement for the Biology major

Distributions:  (D3)  (QFR)

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

ENVI 312 (D3) BIOL 302 (D3)

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

Fall 2019

LEC Section:  01  TR 9:55 am - 11:10 am  Manuel A. Morales

LAB Section:  02  T 1:00 pm - 4:00 pm  Manuel A. Morales

LAB Section:  03  W 1:00 pm - 4:00 pm  Manuel A. Morales

ENVI 324  (S)  Corals and Sea Level

Cross-listings:  MAST 324  ENVI 324  GEOS 324
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.

**Class Format:** lecture/laboratory  
**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:  
MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)  
**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses  
Not offered current academic year  

**ENVI 351 (F)(S) Marine Policy**  
**Cross-listings:** ENVI 351 PSCI 319 MAST 351  
**Secondary Cross-listing**  
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.  
**Class Format:** lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore  
**Requirements/Evaluation:** an independent research paper, a presentation, and a final exam  
**Extra Info:** offered only at Mystic Seaport  
**Grading:** yes pass/fail option, yes fifth course option  
**Distributions:** (D2)  
This course is cross-listed and the prefixes carry the following divisional credit:  
ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)  
**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses  

**GEOS 100 (S) Introduction to Weather and Climate**  
**Cross-listings:** GEOS 100 ENVI 100
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.

Class Format: lecture

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

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

Distributions: (D3)

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

GEOS 100 (D3) ENVI 100 (D3)

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

Spring 2020

LAB Section: 02  M 1:00 pm - 3:00 pm Alice C. Bradley
LAB Section: 03  T 1:00 pm - 3:00 pm Alice C. Bradley
LEC Section: 01  MWF 9:00 am - 9:50 am Alice C. Bradley

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: lecture; one laboratory per week plus one all-day field trip

Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: underclassmen

Expected Class Size: 30

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

Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 101 (D3) ENVI 105 (D3)

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

Fall 2019
LAB Section: 03  T 1:00 pm - 3:00 pm  Phoebe A. Cohen
LEC Section: 01  MWF 10:00 am - 10:50 am  Phoebe A. Cohen
LAB Section: 02  M 1:00 pm - 3:00 pm  Phoebe A. Cohen

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.

Class Format: lecture, three hours per week; 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: evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 40
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
Attributes:  ENVI Natural World Electives  EXPE Experiential Education Courses  GEOS Group C Electives - Solid Earth

Spring 2020
LAB Section: 03  R 1:00 pm - 3:00 pm  Bud Wobus
LEC Section: 01  MWF 10:00 am - 10:50 am  Bud Wobus
LAB Section: 02  W 1:00 pm - 3:00 pm  Bud Wobus

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 the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends are where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. 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 freshwater and soil. Labs will use local field sites and analytical exercises to evaluate
recent cases that reflect an interaction of the landscape and climate.

**Class Format:** lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/occasional field trips

**Requirements/Evaluation:** evaluation based on written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 48

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

**Distributions:** (D3)

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

GEOS 103 (D3) ENVI 103 (D3)

**Attributes:** ENVI Natural World Electives  EXPE Experiential Education Courses

Not offered current academic year

GEOS 104  (F)  Oceanography

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

**Primary Cross-listing**

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

**Class Format:** lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip

**Requirements/Evaluation:** evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first-year and sophomore students, MAST 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) ENVI 104 (D3) MAST 104 (D3)

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

Fall 2019

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

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

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

GEOS 201  (F)  Geomorphology

**Cross-listings:** ENVI 205  GEOS 201

**Primary Cross-listing**

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We 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. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

**Class Format:** lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains

**Requirements/Evaluation:** evaluation will be based on two hour exams, a project, lab work and class participation

**Prerequisites:** any 100-level GEOS course or permission of instructor

**Enrollment Limit:** 18

**Expected Class Size:** 15

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

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENVI 205 (D3) GEOS 201 (D3)

**Attributes:** AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses

Not offered current academic year

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**GEOS 202 (S) 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.

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

**Requirements/Evaluation:** evaluation will be based on 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:** no pass/fail option, no fifth course option

**Distributions:** (D3)

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

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Spring 2020

**LEC Section:** 01  TR 8:30 am - 9:45 am  Bud Wobus

**LAB Section:** 02  T 1:00 pm - 4:00 pm  Bud Wobus

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**GEOS 210 (F)(S) Oceanographic Processes**

**Cross-listings:** MAST 211 GEOS 210

**Secondary Cross-listing**

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

Extra Info: offered only at Mystic Seaport

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

Distributions: (D3)

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

MAST 211 (D3) GEOS 210 (D3)

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

Fall 2019
LEC Section: 01    TBA     Lisa A. Gilbert

Spring 2020
LEC Section: 01    TBA     Lisa A. Gilbert

GEOS 212 (S) Paleobiology

Cross-listings: BIOL 211  GEOS 212

Primary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. 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 climatic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture/laboratory; 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:

BIOL 211 (D3) GEOS 212 (D3)

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

Spring 2020
LEC Section: 01    TR 9:55 am - 11:10 am     Phoebe A. Cohen

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

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

Primary Cross-listing

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

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

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

Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS

Enrollment Limit: 20

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

Expected Class Size: 20

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 214 (D3) ENVI 214 (D3)

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

Fall 2019

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

LEC Section: 01  MW 11:00 am - 12:15 pm  Alex A. Apotsos

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

GEOS 215 (F) Climate Changes

Cross-listings: ENVI 215  GEOS 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.

Class Format: lecture, three hours per week; one three-hour lab per week

Requirements/Evaluation: evaluation will be based on lab exercises and problem sets (25%), three hour 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 permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Geosciences majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 215 (D3) GEOS 215 (D3)

Attributes:  ENVI Natural World Electives  EVST Environmental Science  EXPE Experiential Education Courses  MAST Interdepartmental Electives
Not offered current academic year

GEOS 221  (F)  Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics
Cross-listings:  GEOS 221  ENVI 222

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.

Class Format: tutorial
Requirements/Evaluation: weekly papers and a final oral presentation
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students
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 221 (D3) ENVI 222 (D3)
Attributes: EXPE Experiential Education Courses
Not offered current academic year

GEOS 255  (F)  Environmental Observation
Cross-listings: GEOS 255  ENVI 255

Primary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, 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.
GEOS 255 (D3) ENVI 255 (D3)

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

Fall 2019
LEC Section: 01  MWF 10:00 am - 10:50 am  Alice C. Bradley
LAB Section: 02  R 1:00 pm - 4:00 pm  Alice C. Bradley

GEOS 302  (S)  Sedimentology  (WS)

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. 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: lecture/discussion, three hours per week; laboratory, three hours per week; field trips: two half-day and one all-day
Requirements/Evaluation: lab work, writing assignments, participation in discussions, and a final exam WS: 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.
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: Writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

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

Spring 2020
LEC Section: 01  TR 11:20 am - 12:35 pm  Ronadh Cox
LAB Section: 02  R 1:00 pm - 4:00 pm  Ronadh Cox

GEOS 324  (S)  Corals and Sea Level

Cross-listings: MAST 324  ENVI 324  GEOS 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.

**Class Format:** lecture/laboratory

**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:**

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

**Attributes:** ENVI Natural World Electives  EXPE Experiential Education Courses

Not offered current academic year

**GEOS 401 (F) Global Tectonics and the Rise of Mountains**  (WS)

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, local field trips, supplemented by reading assignments, will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. We will also use journal articles to explore ways in which plate tectonics help explain the evolution of mountain belts with special emphasis on the Appalachians.

**Class Format:** tutorial with weekly one-hour meetings; in addition, there will be five field trips early in the semester on Thursday from 11:20 to 3:50 pm

**Requirements/Evaluation:** six papers, three based on field trips and three based on journal articles, and critiques of partner's papers

**Prerequisites:** GEOS 301 or 303 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Geosciences majors

**Expected Class Size:** 10

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

**Materials/Lab Fee:** $15 for field supplies

**Distributions:** (D3)  (WS)

**Writing Skills Notes:** Six 5- to 10-page papers throughout the semester based on data collected during field trips (3) and journal articles (3). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

Fall 2019

LAB Section: T2  R 1:00 pm - 4:00 pm  Paul M. Karabinos

TUT Section: T1  TR 11:20 am - 12:35 pm  Paul M. Karabinos

**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.

Class Format: seminar; two lecture/seminars a week plus a lab
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 Geoscience majors
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

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

Cross-listings: ENVI 259 AMST 259 HIST 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

Class Format: seminar
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:
ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.
Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 264 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

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

**Class Format:** seminar with field trips

**Requirements/Evaluation:** several short essays; final research project

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

**Enrollment Limit:** 18

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

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

ENVI 229 (D2) HIST 264 (D2)

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

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Spring 2020

SEM Section: 01  TR 9:55 am - 11:10 am  Laura J. Martin

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

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

**Secondary 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

**Extra Info:** offered only at Mystic Seaport

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

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

**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.

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

Requirements/Evaluation: evaluation will be based on 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)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Space and Place Electives  ASAM Related Courses  ENVI Humanities, Arts + Social Science Electives  EXPE Experiential Education Courses  GBST Urbanizing World Electives  LATS Core Electives

Not offered current academic year

LATS 241  (F) Performing Masculinity in Global Popular Culture

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 at home and abroad, 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. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

Not offered current academic year

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: seminar; 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)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives EXPE Experiential Education Courses LATS Core Electives

Not offered current academic year

MAST 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Secondary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves;
Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

**Class Format:** lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip

**Requirements/Evaluation:** evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first-year and sophomore students, MAST 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) ENVI 104 (D3) MAST 104 (D3)

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

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**Fall 2019**

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

**Spring 2020**

LEC Section: 01    TBA    Lisa A. Gilbert

**MAST 211  (F)(S) Oceanographic Processes**

**Cross-listings:** MAST 211 GEOS 210

**Primary Cross-listing**

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

**Class Format:** lecture/laboratory, 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

**Extra Info:** offered only at Mystic Seaport

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

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**
MAST 211 (D3) GEOS 210 (D3)

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

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**Fall 2019**

LEC Section: 01    TBA    Lisa A. Gilbert

**Spring 2020**

LEC Section: 01    TBA    Lisa A. Gilbert

**MAST 311  (F)(S) Marine Ecology**

**Cross-listings:** BIOL 231 MAST 311

**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: lecture/laboratory, 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
Extra Info: offered only at Mystic Seaport
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 231 (D3) MAST 311 (D3)
Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019
LEC Section: 01    TBA    Tim J. Pusack

Spring 2020
LEC Section: 01    TBA    Tim J. Pusack

MAST 324 (S) Corals and Sea Level
Cross-listings: MAST 324  ENVI 324  GEOS 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.

Class Format: lecture/laboratory
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:
MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)
Attributes: ENVI Natural World Electives EXPE Experiential Education Courses
Not offered current academic year

MAST 351 (F)(S) Marine Policy
Cross-listings: ENVI 351  PSCI 319  MAST 351
Primary Cross-listing
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

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

**Requirements/Evaluation:** an independent research paper, a presentation, and a final exam

**Extra Info:** offered only at Mystic Seaport

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

**Distributions:** (D2)

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

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

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

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Fall 2019
LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020
LEC Section: 01 TBA Catherine Robinson Hall

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

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

**Primary Cross-listing**

This course 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

**Extra Info:** offered only at Mystic Seaport

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

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

**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.

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

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Fall 2019
SEM Section: 01 TBA Alicia C. Maggard

Spring 2020
MUS 104 (S) Jazz Theory and Improvisation I
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: evaluation will be based on 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

Extra Info: 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

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2020
LAB Section: B3 Cancelled
LAB Section: B4 Cancelled
SEM Section: B1 Cancelled
LAB Section: B2 Cancelled

MUS 174 (F) The Singing Voice: Structure, Styles and Meaning
What makes an opera singer sound different than a rock singer? Why can't one convincingly sing in the style of the other? 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, above all, through singing. The class will learn the basics of yodeling, Tuvan throat singing, and belting, among other styles, and will explore the cultural and historical contexts of each.

Class Format: lecture/studio/discussion

Requirements/Evaluation: evaluation will be based on one quiz, two papers, and a final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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

Primary Cross-listing

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

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

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

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 204 (D1) AFR 214 (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 205  (F)(S)  Composition I

Beginning courses in musical composition. Size and number of required projects will vary from 4 to 5. Each assignment will represent 25% of the student's final grade. A group meeting per week will deal with the presentation of the student's work in progress, analysis of models for composition, performance of work in class, and critiquing of work. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Class Format: seminar

Requirements/Evaluation: evaluation based on the 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)

Attributes: EXPE Experiential Education Courses

Fall 2019
SEM Section: 01  MR 1:10 pm - 2:25 pm  Zachary Wadsworth

Spring 2020
SEM Section: 01  MR 1:10 pm - 2:25 pm  Ileana Perez Velazquez

MUS 206  (F)(S)  Composition II

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 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, performance of work in class, and critiquing 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: seminar
MUS 309  (S)  Jazz Arranging and Composition

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

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

Requirements/Evaluation:  project based 4-5 compositions/arrangements
Prerequisites:  MUS 104b and permission of the instructor
Enrollment Limit:  10
Enrollment Preferences:  MUS 104B or recommendation of instructor
Expected Class Size:  3-5
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D1)
Attributes:  EXPE Experiential Education Courses

Not offered current academic year
Enrollment Preferences: senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

Expected Class Size: 14

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

Distributions: No divisional credit

Attributes: EXPE Experiential Education Courses  PHLH Core Courses

Spring 2020

SEM Section: 01    TR 8:30 am - 9:45 am     Susan Godlonton

LAB Section: 02    T 1:00 pm - 4:00 pm     Marion Min-Barron

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 in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Class Format: seminar with 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

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

Unit Notes: required for the Political Economy major

Distributions: (D2)

Attributes: EXPE Experiential Education Courses  POEC Required Courses

Spring 2020

SEM Section: 01    TF 1:10 pm - 2:25 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. 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 by actively consulting political theory and empirical research in the social sciences. Our investigation will include class-time collaboration with a similarly structured undergraduate course being taught by a sociologist at the University of North Carolina and may include an optional weekend study trip.

Class Format: seminar

Requirements/Evaluation: active class participation, three 5-page essays, several short additional writing assignments, and class presentation

Prerequisites: first-year students

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 19

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses  PSCI American Politics Courses

Not offered current academic year
PSCI 319 (F)(S) Marine Policy

Cross-listings: ENVI 351  PSCI 319  MAST 351

Secondary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Extra Info: offered only at Mystic Seaport

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy  EXPE Experiential Education Courses  POEC International Political Economy Courses

Fall 2019
LEC Section: 01    TBA    Catherine Robinson Hall

Spring 2020
LEC Section: 01    TBA    Catherine Robinson Hall

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.

Class Format: seminar

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

Prerequisites: PSYC 252

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2)

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

Not offered current academic year

PSYC 372 (F) Advanced Seminar in Teaching and Learning

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

Class Format: seminar
Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal
Prerequisites: PSYC 232 or PSYC 272 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and those who plan to become teachers
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Attributes: EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses
Not offered current academic year

REL 110  (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.

Class Format: seminar
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)
Attributes: EXPE Experiential Education Courses
Not offered current academic year

REL 228  (F)  Zen and the Art of American Literature
Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239
Secondary Cross-listing
In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like Middle Passage, A Tale for the Time Being, and Lincoln in the Bardo. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and
reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: lecture

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

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

Distributions: (D2)

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

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

Attributes: ENGL Literary Histories C  EXPE Experiential Education Courses

Fall 2019

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

SCST 265 (F) Digital Performance Lab

Cross-listings: SCST 265  THEA 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.

Class Format: studio and lab

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

Enrollment Preferences: none

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 (D1) THEA 265 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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

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

Class Format: seminar

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

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

SOC 240 (F) Performing Masculinity in Global Popular Culture

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 at home and abroad, 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. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Expected Class Size: 20

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

Distributions: (D2)

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

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

Class Format: seminar

Requirements/Evaluation:  several short essays, final essay
Prerequisites:  ENVI101 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

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.

Attributes:  ENVI Humanities, Arts + Social Science Electives  EVST Culture/Humanities  EXPE Experiential Education Courses

Spring 2020

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

STS 370  (F)  Medicine, Pathology, and Power: An Ethnographic View  (DPE)

Cross-listings:  WGSS 371  ANTH 371  STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar

Requirements/Evaluation:  four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project
Prerequisites:  none
THEA 241 (F) Performing Masculinity in Global Popular Culture

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 at home and abroad, 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. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Expected Class Size: 20

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

Distributions: (D2)

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

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

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

Not offered current academic year

THEA 265 (F) Digital Performance Lab

Cross-listings: SCST 265 THEA 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.

Class Format: studio and lab
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
Enrollment Preferences: none
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 (D1) THEA 265 (D1)
Attributes: EXPE Experiential Education Courses
Not offered current academic year

THEA 330  (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Cross-listings: AMST 331  COMP 330  THEA 330
Primary Cross-listing
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature,
music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (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.
Class Format: seminar
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
Enrollment Preferences: none
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 (D2) COMP 330 (D1) THEA 330 (D1)
Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020
SEM Section: 01  R 1:10 pm - 3:50 pm  Deborah A. Brothers
THEA 335  (F)  The Culture of Carnival

Cross-listings:  THEA 335  COMP 338

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.

Class Format: studio

Requirements/Evaluation: students will be evaluated on 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:

THEA 335 (D1) COMP 338 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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

Cross-listings:  ARTS 385  THEA 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.

Class Format: studio

Requirements/Evaluation: evaluation will be based on 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:

ARTS 385 (D1) THEA 385 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year
WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its interaction 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: seminar; 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: none

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Fall 2019

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

WGSS 240 (F) Performing Masculinity in Global Popular Culture

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

Primary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Expected Class Size: 20

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

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

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Class Format: seminar

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

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

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to ‘improve’ health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHIL Methods in Public Health