EXPERIENTIAL EDUCATION
Coordinator: Paula Consolini

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

EXPE Experiential Education Courses

AFR 212 (S) Jazz Theory and Improvisation I
Crosslistings: AFR212 / MUS104
Secondary Crosslisting
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: may not be taken on a pass/fail basis

Extra Info 2: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below 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

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AFR 214 (S) Jazz Theory and Improvisation II
Crosslistings: MUS204 / AFR214
Secondary Crosslisting
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

**Distributions:** (D1)

**Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

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

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

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distribution Notes:** NOTE: Prof. Nelson’s section Spring 2019 only is NOT Writing Intensive. DPE: 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. WI: This course satisfies the WI requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced.

**Attributes:** EXPE Experiential Education Courses;

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Fall 2018

SEM Section: 01 TF 1:10 pm - 2:25 pm Cassandra J. Cleghorn

Spring 2019

SEM Section: 01 TR 8:30 am - 9:45 am Andrew R. Cornell

SEM Section: 02 TF 2:35 pm - 3:50 pm Eli Nelson

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

Crosslistings: LATS220 / AMST221 / ENVI221

**Secondary Crosslisting**

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)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

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

Distributions: (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

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

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps and resonances 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 try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent 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 platforms on which such work can be presented, both off- and on-line. Lastly, we will pose and debate 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. In addition to readings, students should be prepared to spend a significant time out of the classroom doing fieldwork. Experience in photography and/or video, although not required, will be helpful.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019

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

AMST 241 (F) Performing Masculinity in Global Popular Culture
Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

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

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

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

Not offered current academic year

AMST 252 (S) Puerto Rico and its Diaspora

Crosslistings: AMST252 / LATS252

Secondary Crosslisting

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. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico. This course is a unique collaboration between Vassar, Williams, and the UPR. Students will participate in some Skype sessions with their peers. We will also gather in Puerto Rico for an alternative spring break, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and the Institute for Socio-Ecological Research are among the organizations in Puerto Rico that students may work with as a part of the course's community engage 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)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 10
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: 10

Distributions: (D2)

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

Spring 2019

SEM Section: 01    MWF 8:30 am - 9:45 am     Mérida Rúa

AMST 302 (F) Environmental planning workshop: community-based environmental problem solving

Crosslistings: ENVI411 / AMST302

Secondary Crosslisting

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. 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 research, interviews, survey research, mapping, and site design. 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 workshop 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, hands-on design, and team work. The class culminates in a public presentation of each team’s planning study.

Class Format: seminar discussion/group workshop/project lab

Requirements/Evaluation: short written exercises, class discussion, class presentations, final group report

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Department Notes: required course for Environmental Studies major and concentration

Distributions:

Attributes: AMST Space and Place Electives; ENVI Core Courses; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018

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

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

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

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 one'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

Distributions: (D2)

Attributes: EVST Methods Courses; EXPE Experiential Education Courses; SCST Related Courses

Spring 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  David B. Edwards

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 instructor will consult with the students in late fall to decide on the topics for discussion. 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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2019

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

ANTH 230 Musical Ethnography

Often, we experience music's impact on us without fully considering why it achieves such strong effects. The discipline of ethnomusicology confronts the question of musical meaning by combining musical study and analysis with an exploration into the contexts of musical production, circulation, and reception. Musical ethnography is both the means by which scholars pursue this line of questioning, and also the (usually) written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a music-making community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

Class Format: lecture/discussion

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

Extra Info: may not be taken on a pass/fail basis
Prerequisites: some musical training/experience necessary, see instructor for more information

Enrollment Limit: 10

Enrollment Preferences: students with some musical experience

Expected Class Size: 6

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ANTH

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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

Crosslistings: SCST370 / ANTH371 / WGSS371

Primary Crosslisting

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: 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. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

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

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

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps and resonances 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 try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent 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 platforms on which such work can be presented, both off- and on-line. Lastly, we will pose and debate 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. In addition to readings, students should be prepared to spend a significant time out of the classroom doing fieldwork. Experience in photography and/or video, although not required, will be helpful.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019

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

ARTH 274 (S)  Chinese Calligraphy: Theory and Practice

Crosslistings: ASST274 / ARTH274 / ARTS274

Primary Crosslisting

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 either an Art History or a Studio Art 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

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

Materials/Lab Fee: lab fee TBD will be added to the student's term bill

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Attributes: ARTH pre-1600 Courses; EXPE Experiential Education Courses; GBST East Asian Studies Electives

Spring 2019

LEC Section: 01  TR 9:55 am - 11:10 am  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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2019

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

ARTS 274 (S)  Chinese Calligraphy: Theory and Practice

Crosslistings: ASST274 / ARTH274 / ARTS274

Secondary Crosslisting

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 kalos “beauty” + graphe “writing”). This course can be taken as either an Art History or a Studio Art 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

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

Materials/Lab Fee: lab fee TBD will be added to the student's term bill

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under ASST

Attributes: ARTH pre-1600 Courses; EXPE Experiential Education Courses; GBST East Asian Studies Electives

Spring 2019

LEC Section: 01  TR 9:55 am - 11:10 am  Ju-Yu Scarlett Jang

LEC Section: 01  TR 9:55 am - 11:10 am  Ju-Yu Scarlett Jang

BIOL 211 (S)  Paleobiology
Crosslistings: BIOL211 / GEOS212

Secondary Crosslisting

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’ superb 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. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.

Class Format: lecture/laboratory; field trip to the the Paleozoic of New York State

Requirements/Evaluation: evaluation will be based on 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: sophomores and juniors

Expected Class Size: 12

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3)

Attributes: EXPE Experiential Education Courses; MAST Interdepartmental Electives

Spring 2019
LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

BIOL 220 (S) Field Botany and Plant Natural History

Crosslistings: BIOL220 / ENVI220

Primary Crosslisting

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 developments in plant systematics, characteristics of plant families, and cultural -economic uses of plants, especially native species. The labs cover field identification, natural history, and ecology of local species.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on exams, field quizzes, field notebook and a class project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 30

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

Expected Class Size: 25

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3)

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

Spring 2019
LAB Section: 02 T 1:00 pm - 4:00 pm Henry W. Art

LEC Section: 01 MWF 9:00 am - 9:50 am Henry W. Art

LAB Section: 03 W 1:00 pm - 4:00 pm Henry W. Art
BIOL 231 (F) Marine Ecology
Crosslistings: BIOL231 / MAST311

Secondary Crosslisting

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

Distributions: (D3)

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

Fall 2018
LEC Section: 01    TBA     Tim J. Pusack

Spring 2019
LEC Section: 01    TBA     Tim J. Pusack

BIOL 302 (F) Communities and Ecosystems (QFR)
Crosslistings: BIOL302 / ENVI312

Primary Crosslisting

An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. 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 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 but will also include some laboratory microcosm experiments. 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

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

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

Not offered current academic year

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses; Linguistics

Not offered current academic year

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

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps and resonances 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 try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent 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 platforms on which such work can be presented, both off- and on-line. Lastly, we will pose and debate 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. In addition to readings, students should be prepared to spend a significant time out of the classroom doing fieldwork. Experience in photography and/or video, although not required, will be helpful.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Distributions: (D1)

Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019

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

ENVI 102 (S) Introduction to Environmental Science

Environmental Science is the study of how the global earth system functions within the context of its four distinct yet interconnected "spheres," the geosphere, atmosphere, hydrosphere, and biosphere. This course introduces students to scientific methods from physics, chemistry, geology and biology that are applied to understanding both how these spheres interact and how we as scientists can interpret and assess human impacts. Discussions are accompanied by in-depth examinations of real-world case studies at the local and global scale. Topics may include: anthropogenic carbon dioxide, the ozone hole, groundwater contamination, resource sustainability, and loss of biodiversity. In weekly fieldwork and laboratory sessions students collect and analyze environmental samples, and interpret and write about these datasets. In addition to these group projects,
students design, complete and present independent projects on a topic of their choice.

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

Requirements/Evaluation: quizzes/exam, lab reports, independent project and presentation, participation in discussions

Prerequisites: none; no seniors without permission of the instructors

Enrollment Limit: 45

Enrollment Preferences: first-year students

Expected Class Size: 45

Department Notes: required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: ENVI Core Courses; EXPE Experiential Education Courses

Spring 2019

LAB Section: 03 W 1:00 pm - 4:00 pm Anthony J. Carrasquillo
LAB Section: 02 T 1:00 pm - 4:00 pm Mea S. Cook
LEC Section: 01 TR 8:30 am - 9:45 am Mea S. Cook, Anthony J. Carrasquillo

ENVI 103 (F) Global Warming and Environmental Change

Crosslistings: ENVI103 / GEOS103

Secondary Crosslisting

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

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018

LEC Section: 01 MWF 11:00 am - 11:50 am José A. Constantine

ENVI 104 (S) Oceanography

Crosslistings: MAST104 / ENVI104 / GEOS104

Secondary Crosslisting

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.

**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

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 48

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

**Expected Class Size:** 48

**Distributions:** (D3)

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

Not offered current academic year

**ENVI 205 (F) Geomorphology**

Crosslistings: GEOS201 / ENVI205

Secondary Crosslisting

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

**Distributions:** (D3)

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

**ENVI 214 (S) Mastering GIS**

Crosslistings: GEOS214 / ENVI214

Secondary Crosslisting

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

**Fall 2018**

LEC Section: 01    TR 11:20 am - 12:35 pm    José A. Constantine
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 24

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

Expected Class Size: 24

Distributions: (D3)

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

Spring 2019

LEC Section: 01    MW 11:00 am - 12:15 pm     José A. Constantine
LAB Section: 02    M 1:00 pm - 4:00 pm     José A. Constantine
LAB Section: 03    W 1:00 pm - 4:00 pm     José A. Constantine

**ENVI 215 (F) Climate Changes**

Crosslistings: GEOS215 / ENVI215

Secondary Crosslisting

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

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses; MAST Interdepartmental Electives; SCST Related Courses

Fall 2018

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

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

Crosslistings: BIOL220 / ENVI220

Secondary Crosslisting

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 developments in plant systematics, characteristics of plant families, and cultural -economic uses of plants, especially native species. The labs cover field identification, natural history, and ecology of local species.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on exams, field quizzes, field notebook and a class project
ENVI 221 (F) Introduction to Urban Studies: Shaping and Living the City

Crosslistings: LATS220 / AMST221 / ENVI221

Secondary Crosslisting

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)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

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

Distributions: (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 (WI)

Crosslistings: GEOS221 / ENVI222

Secondary Crosslisting

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students

Expected Class Size: 10

Distributions: (D3) (WI)

Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.

Attributes: EXPE Experiential Education Courses;

Fall 2018

TUT Section: T1 TBA Alex A. Apotsos

ENVI 250 (S) Environmental Justice (DPE)

Crosslistings: ENVI250 / SCST250

Primary Crosslisting

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE)

Distribution Notes: DPE: 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 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Laura J. Martin
ENVI 255 (F) Environmental Observation
Crosslistings: GEOS255 / ENVI255

Secondary Crosslisting

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, LIDAR/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, biosphere, and erosion processes. Students will carry out a research project using observation techniques covered in class to explore a part of the local environment.

Class Format: lecture

Requirements/Evaluation: Labs, one midterm exam, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 10

Enrollment Preferences: sophomores

Expected Class Size: 10

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

ENVI 312 (F) Communities and Ecosystems (QFR)
Crosslistings: BIOL302 / ENVI312

Secondary Crosslisting

An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. 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 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 but will also include some laboratory microcosm experiments. 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

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3) (QFR)

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

Not offered current academic year
ENVI 324 (S) Corals and Sea Level
Crosslistings: GEOS324 / MAST324 / ENVI324

Secondary Crosslisting
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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm    Mea S. Cook

ENVI 351 (F) Marine Policy
Crosslistings: ENVI351 / PSCI319 / MAST351

Secondary Crosslisting
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

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2)

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

Fall 2018
LEC Section: 01    TBA  Catherine Robinson Hall

Spring 2019
LEC Section: 01    TBA  Catherine Robinson Hall

ENVI 411 (F) Environmental planning workshop: community-based environmental problem solving
Crosslistings: ENVI411 / AMST302

Primary Crosslisting

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. 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 research, interviews, survey research, mapping, and site design. 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 workshop 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, hands-on design, and team work. The class culminates in a public presentation of each team’s planning study.

Class Format: seminar discussion/group workshop/project lab

Requirements/Evaluation: short written exercises, class discussion, class presentations, final group report

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Department Notes: required course for Environmental Studies major and concentration

Distributions:

Distribution Notes: does not meet Division 1, 2, or 3 requirements

Attributes: AMST Space and Place Electives; ENVI Core Courses; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018

LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner
LAB Section: 02 T 1:00 pm - 4:00 pm Sarah Gardner
SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner

GEOS 100 (S) Introduction to Weather and Climate

Crosslistings: GEOS100 / ENVI100

Primary Crosslisting

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 oceans and glaciers interact with the climate. 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 learning how to run a climate model on a computer.

Class Format: lecture

Requirements/Evaluation: class participation, labs, one midterm and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores
Expected Class Size: 40

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Spring 2019

LEC Section: 01    MWF 11:00 am - 11:50 am     Alice C. Bradley

GEOS 101 (F) The Co-Evolution of Earth and Life
Crosslistings: GEOS101 / ENVI105

Primary Crosslisting

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.

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

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Fall 2018

LEC Section: 01    MWF 10:00 am - 10:50 am     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
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019
LEC Section: 01    MWF 10:00 am - 10:50 am    Bud Wobus

GEOS 103 (F)  Global Warming and Environmental Change
Crosslistings: ENVI103 / GEOS103

Primary Crosslisting
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
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses; SCST Related Courses

Fall 2018
LEC Section: 01    MWF 11:00 am - 11:50 am    José A. Constantine

GEOS 104 (S)  Oceanography
Crosslistings: MAST104 / ENVI104 / GEOS104

Primary Crosslisting
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.

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
Extra Info: not available for the fifth course option
Prerequisites: none

Enrollment Limit: 48
Enrollment Preferences: first-year and sophomore students
GEOS 201 (F) Geomorphology
Crosslistings: GEOS201 / ENVI205

Primary Crosslisting
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
Distributions: (D3)
Attributes: AMST Space and Place Electives; ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses

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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Distributions: (D3)
Attributes: EXPE Experiential Education Courses; MTSC Courses

Spring 2019
GEOS 210 (F) Oceanographic Processes
Crosslistings: GEOS210 / MAST211

Secondary Crosslisting
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

Distributions: (D3)

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

Fall 2018
LEC Section: 01 TBA Lisa A. Gilbert
Spring 2019
LEC Section: 01 TBA Lisa A. Gilbert

GEOS 212 (S) Paleobiology
Crosslistings: BIOL211 / GEOS212

Primary Crosslisting
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' superb 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. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.

Class Format: lecture/laboratory; field trip to the the Paleozoic of New York State

Requirements/Evaluation: evaluation will be based on 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: sophomores and juniors

Expected Class Size: 12

Department Notes: does not satisfy the distribution requirement in the Biology major

Distributions: (D3)

Attributes: EXPE Experiential Education Courses; MAST Interdepartmental Electives

Spring 2019
LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

GEOS 214 (S) Mastering GIS
Crosslistings: GEOS214 / ENVI214

Primary Crosslisting

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 24

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

Expected Class Size: 24

Distributions: (D3)

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

Spring 2019

LAB Section: 03    W 1:00 pm - 4:00 pm    José A. Constantine
LEC Section: 01    MW 11:00 am - 12:15 pm    José A. Constantine
LAB Section: 02    M 1:00 pm - 4:00 pm    José A. Constantine

GEOS 215 (F)  Climate Changes
Crosslistings: GEOS215 / ENVI215

Primary Crosslisting

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

Distributions: (D3)

Attributes: ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses; MAST Interdepartmental Electives; SCST Related Courses
GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics  (WI)

Crosslistings: GEOS221 / ENVI222

Primary Crosslisting

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: second-year students, Geosciences and Environmental Studies third- and fourth-year students

Expected Class Size: 10

Distributions: (D3) (WI)

Distribution Notes: WI: This course will involve significant writing in terms of weekly assignments.

Attributes: EXPE Experiential Education Courses;

Fall 2018

TUT Section: T1  TBA  Alex A. Apotsos

GEOS 255 (F) Environmental Observation

Crosslistings: GEOS255 / ENVI255

Primary Crosslisting

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, LIDAR/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, biosphere, and erosion processes. Students will carry out a research project using observation techniques covered in class to explore a part of the local environment.

Class Format: lecture

Requirements/Evaluation: Labs, one midterm exam, and a final project
GEOS 302 (S) Sedimentology (WI)
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.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half-day and one all-day field trip
Requirements/Evaluation: evaluation based on lab work, writing assignments, participation in discussions, and a final paper
Extra Info: 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
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any 100-level GEOS course AND GEOS 202 (which may be taken concurrently, with permission of instructor)
Enrollment Limit: 12
Expected Class Size: 12
Distributions: (D3) (WI)
Attributes: EXPE Experiential Education Courses; MAST Interdepartmental Electives;
Not offered current academic year

GEOS 324 (S) Corals and Sea Level
Crosslistings: GEOS324 / MAST324 / ENVI324
Primary Crosslisting
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019
LEC Section: 01   TR 11:20 am - 12:35 pm   Mea S. Cook

GEOS 401 (F) Global Tectonics and the Rise of Mountains
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 will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. Digital elevation models integrated with geologic maps and cross-sections will be used to construct 3D models. We will also explore ways in which tectonics, climate, and erosion affect each other during the evolution of mountain ranges. Class meetings will include lectures and discussions of assigned reading. Labs will include field trips and computer-based projects.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; five field trips including one all-day trip
Requirements/Evaluation: participation during class and field trip discussions; five lab reports based on field trips, and 3 four page papers based on journal articles
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 301 or 303 or permission of instructor
Enrollment Preferences: senior Geosciences majors
Attributes: EXPE Experiential Education Courses

Not offered current academic year

GEOS 411 (F) Geobiology
Geobiology--the study of interactions between earth and life over geologic timescales--is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will examine the many ways in which organisms -- from bacteria to trees -- have left their mark on our planet. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Class time will be divided between lectures and student-led discussions of primary literature. Labs will be varied and involve everything from growing our own microbial ecosystems to querying online databases and analyzing geological, geochemical, genetic, and paleontological data.
Our field trip will take us to Upstate New York where we will sample water from a stratified lake and visit ancient microbial fossil reefs. The final project will involve writing a proposal in small groups on a geobiological topic based on the style and format of a National Science Foundation grant, and presenting the idea to the class.

Class Format: seminar; two lecture/seminars a week plus a lab
Requirements/Evaluation: labs, short papers, final grant proposal and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Fall 2018
SEM Section: 01   TR 9:55 am - 11:10 am   Phoebe A. Cohen
HIST 352 (F) Americans and the Maritime Environment  (WI)
Crosslistings: HIST352 / MAST352

Secondary Crosslisting
This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

Extra Info: offered only at Mystic Seaport

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

Distributions: (D2) (WI)

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

Fall 2018
LEC Section: 01  TBA  Alicia C. Maggard

Spring 2019
LEC Section: 01  TBA  Alicia C. Maggard

LATS 220 (F) Introduction to Urban Studies: Shaping and Living the City
Crosslistings: LATS220 / AMST221 / ENVI221

Primary Crosslisting
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)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

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

Distributions: (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
Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

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

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

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

Crosslistings: AMST252 / LATS252

Primary Crosslisting

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. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico. This course is a unique collaboration between Vassar, Williams, and the UPR. Students will participate in some Skype sessions with their peers. We will also gather in Puerto Rico for an alternative spring break, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and the Institute for Socio-Ecological Research are among the organizations in Puerto Rico that students may work with as a part of the course's community engage 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)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 10

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:** 10

**Distributions:** (D2)

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

Spring 2019

SEM Section: 01    MWF 8:30 am - 9:45 am     Mérida Rúa

LEAD 309 (F) Problems and Progress in American Democracy

Crosslistings: LEAD309 / PSCI309

**Secondary Crosslisting**

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his *Democracy in America*, "that in America I saw more than America. I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty-first century? With Tocqueville as a guide to thinking about political ethnography, this course investigates four central elements of political life—religion, education, difference, and crime and punishment—that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience—the character and challenges—of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

**Class Format:** discussion

**Requirements/Evaluation:** two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a previous course in American politics or Political Theory or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses; JLST Interdepartmental Electives; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Not offered current academic year

MAST 104 (S) Oceanography

Crosslistings: MAST104 / ENVI104 / GEOS104

**Secondary Crosslisting**

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.

**Class Format:** lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip
MAST 211 (F) Oceanographic Processes

Crosslistings: GEOS210 / MAST211

Primary Crosslisting

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

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Not offered current academic year

Fall 2018

LEC Section: 01 TBA Lisa A. Gilbert

Spring 2019

LEC Section: 01 TBA Lisa A. Gilbert

MAST 311 (F) Marine Ecology

Crosslistings: BIOL231 / MAST311

Primary Crosslisting

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

Distributions: (D3)

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

Fall 2018

LEC Section: 01 TBA Tim J. Pusack

Spring 2019

LEC Section: 01 TBA Tim J. Pusack
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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019

LEC Section: 01    TR 11:20 am - 12:35 pm     Mea S. Cook

MAST 351 (F) Marine Policy

Crosslistings: ENVI351 / PSCI319 / MAST351

Primary Crosslisting

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

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2)

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

Fall 2018

LEC Section: 01    TBA     Catherine Robinson Hall

Spring 2019

LEC Section: 01    TBA     Catherine Robinson Hall
Crosslistings: HIST352 / MAST352

Primary Crosslisting

This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

Extra Info: offered only at Mystic Seaport

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

Distributions: (D2) (WI)

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

Fall 2018
LEC Section: 01 TBA Alicia C. Maggard

Spring 2019
LEC Section: 01 TBA Alicia C. Maggard

MUS 104 (S) Jazz Theory and Improvisation I

Crosslistings: AFR212 / MUS104

Primary Crosslisting

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: may not be taken on a pass/fail basis

Extra Info 2: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below 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

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: EXPE Experiential Education Courses

Not offered current academic year
MUS 204 (S)  Jazz Theory and Improvisation II

Crosslistings: MUS204 / AFR214

Primary Crosslisting

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

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 205 (F)  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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2018
SEM Section: 01  MR 1:10 pm - 2:25 pm  Ileana Perez Velazquez

Spring 2019
SEM Section: 01  MR 1:10 pm - 2:25 pm  Dylan J. Schneider

MUS 206 (F)  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

Requirements/Evaluation: evaluation based on the quality and timeliness of composition projects, attendance, and class participation
MUS 230 (S) Musical Ethnography

Often, we experience music's impact on us without fully considering why it achieves such strong effects. The discipline of ethnomusicology confronts the question of musical meaning by combining musical study and analysis with an exploration into the contexts of musical production, circulation, and reception. Musical ethnography is both the means by which scholars pursue this line of questioning, and also the (usually) written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a music-making community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

Class Format: lecture/discussion

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

Extra Info: may not be taken on a pass/fail basis

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

Enrollment Limit: 10

Enrollment Preferences: students with some musical experience

Expected Class Size: 6

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ANTH

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 309 (S) Jazz Arranging and Composition

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with the quintet and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion, rehearsal and performance of original arrangements and/or compositions during the semester, to include at least one transcription of a recorded arrangement, one quintet or sextet arrangement, and one arrangement for big band. Performances by the Jazz Ensembles, as rehearsed and prepared by the students of this course, are also expected. Students must attend small ensemble rehearsals when work is being rehearsed, and end of semester small ensemble recital when their work is performed.

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
PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study: collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Class Format: seminar/lab

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 14

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

Expected Class Size: 14

Distributions:

Attributes: EXPE Experiential Education Courses; PHLH Core Courses

Spring 2019

SEM Section: 01    MR 1:10 pm - 2:25 pm     Amie A. Hane, 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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Department Notes: required in the Political Economy major

Distributions: (D2)

Attributes: EXPE Experiential Education Courses; POEC Required Courses

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     William M. Gentry, Cathy M. Johnson
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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year students
Enrollment Limit: 19
Enrollment Preferences: first-year students
Expected Class Size: 19
Distributions: (D2)
Attributes: EXPE Experiential Education Courses; PSCI American Politics Courses

Fall 2018
SEM Section: 01 TR 11:20 am - 12:35 pm Nicole E. Mellow

PSCI 309 (F) Problems and Progress in American Democracy

Crosslistings: LEAD309 / PSCI309

Primary Crosslisting

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his Democracy in America, "that in America I saw more than America. I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty-first century? With Tocqueville as a guide to thinking about political ethnography, this course investigates four central elements of political life--religion, education, difference, and crime and punishment--that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience--the character and challenges--of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

Class Format: discussion
Requirements/Evaluation: two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a previous course in American politics or Political Theory or permission of instructor
Enrollment Limit: 19
Expected Class Size: 19
Distributions: (D2)
Attributes: EXPE Experiential Education Courses; JLST Interdepartmental Electives; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Not offered current academic year

PSCI 319 (F) Marine Policy
Crosslistings: ENVI351 / PSCI319 / MAST351
Secondary Crosslisting
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

Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration

Distributions: (D2)
Attributes: ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

Fall 2018
LEC Section: 01 TBA Catherine Robinson Hall
Spring 2019
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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Distributions: (D2)
Attributes: EXPE Experiential Education Courses; PHLH Reproductive, Maternal and Child Health; PSYC Area 5 - Clinical Psychology

Fall 2018
SEM Section: 01 MR 2:35 pm - 3:50 pm Laurie Heatherington

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

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**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

**Distributions:** (D2)

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

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Fall 2018

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

**SCST 250 (S) Environmental Justice**  (DPE)

**Crosslistings:** ENVI250 / SCST250

Secondary Crosslisting

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

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ENVI101 or permission of the instructor

**Enrollment Limit:** 12

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: 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

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Spring 2019

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

**SCST 370 (F) Medicine, Pathology, and Power: An Ethnographic View**  (DPE) (WI)

**Crosslistings:** SCST370 / ANTH371 / WGSS371
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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: 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. WI: This class includes; weekly writing exercises and monthly ‘writing chats’ with instructor.

Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

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

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Primary Crosslisting

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps and resonances 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 try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent 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 platforms on which such work can be presented, both off- and on-line. Lastly, we will pose and debate 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. In addition to readings, students should be prepared to spend a significant time out of the classroom doing fieldwork. Experience in photography and/or video, although not required, will be helpful.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 12
Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL

Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019

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

SOC 240 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

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

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

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

Not offered current academic year

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

Crosslistings: SCST370 / ANTH371 / WGSS371

Secondary Crosslisting

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: 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. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

Attributes: EXPE Experiential Education Courses; PHLH Methods in Public Health; SCST Related Courses;

Fall 2018

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

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