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

EXPERIENTIAL EDUCATION
Coordinator: Paula Consolini

EXPE Experiential Education Courses

AFR 212 (S) Jazz Theory and Improvisation I
The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments-competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

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

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

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

Enrollment Limit: 15

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

Expected Class Size: 12

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

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

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

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

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

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

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

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

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

Distributions: (D1)

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

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AMST 101  (F)(S) America: The Nation and Its Discontents  (DPE) (WS)
America has always named something more than a geographical place; being “American” has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first- and second-year students

Expected Class Size: 25

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

Distributions: (D2) (DPE) (WS)

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

Attributes: EXPE Experiential Education Courses

Fall 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Dorothy J. Wang

Spring 2020
SEM Section: 01    MR 1:10 pm - 2:25 pm     Eli  Nelson

AMST 11  (W) North Adams: Past, Present and Future

Cross-listings: AMST 11  HIST 10

Secondary Cross-listing

This class focuses on North Adams--the challenges, resources and assets of Massachusetts’s smallest city and our neighbor. Readings, films, field trips and meetings with people who work with or lead nonprofits and civic organizations will introduce you to local history, contemporary issues, and plans for the city's future cultural and economic development. Adjunct Instructor Bio: Annie Valk teaches U.S. history and oral history and supports
Faculty and students interested in public humanities projects. She has worked at Williams since 2014.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students preferred

Grading: pass/fail only

Materials/Lab Fee: $25

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

AMST 11 HIST 10

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Cancelled Annie Valk

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

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual +
AMST 221 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Secondary Cross-listing

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors
AMST 238 (F) Zen and the Art of American Literature

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

Secondary Cross-listing

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

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

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

Enrollment Limit: 45

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

Expected Class Size: 35

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

Distributions: (D2)

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

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

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

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

AMST 241 (F) Performing Masculinity in Global Popular Culture

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

Secondary Cross-listing

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

**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:** a short statement of interest will be solicited

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

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

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

Not offered current academic year

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

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

**Secondary Cross-listing**

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

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

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

**Prerequisites:** students should have some fluency with the Spanish language

**Enrollment Limit:** 8

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

**Expected Class Size:** 8

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

**Distributions:** (D2)

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

AMST 252 (D2) LATS 252 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives EXPE Experiential Education Courses LATS Core
Electives
Not offered current academic year

AMST 259  (S)  New England Environmental History  (WS)
Cross-listings:  ENVI 259  AMST 259  HIST 259
Secondary Cross-listing
Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research.
Requirements/Evaluation:  several short essays, final project
Prerequisites:  ENVI 101 or permission of the instructor
Enrollment Limit:  19
Enrollment Preferences:  Environmental Studies concentrators
Expected Class Size:  15
Grading:  no pass/fail option,  yes fifth course option
Distributions:  (D2)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)
Writing Skills Notes:  Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.
Attributes:  ENVI Humanities, Arts + Social Science Electives  EVST Culture/Humanities  EXPE Experiential Education Courses  HIST Group F  Electives - U.S. + Canada
Not offered current academic year

AMST 302  (F)  Environmental Planning Workshop: Community-Based Experience
Cross-listings:  ENVI 302  AMST 302
Secondary Cross-listing
This interdisciplinary, experiential workshop introduces students to the field of planning through community-based projects. Environmental Planning encompasses many disciplines pertaining to the natural and built landscape such as city planning, ecological design, climate resiliency, natural resource planning, landscape architecture, agricultural and food systems, walkable neighborhood design, energy planning, and community development, to name a few. In this workshop, students regularly get out of the classroom and gain direct experience working in the greater Berkshire region. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework, site visits, and concludes with a design project. Part 2 focuses on hands-on field work tackling an actual planning project under the guidance of a community partner. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including interviews, survey research, site visits, primary research, mapping, and site design and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related skill sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, report-writing, design, and teamwork. The class culminates in an on-site public presentation of each team's planning study.
Class Format:  discussion/group workshop/project lab
Requirements/Evaluation:  short writing assignments, class discussion, team projects, class presentations, final group public presentation and report
Prerequisites:  ENVI 101 or permission of instructor; open to juniors and seniors only
Enrollment Limit:  16
Enrollment Preferences:  Environmental Studies majors and concentrators
**AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

**Secondary Cross-listing**

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

**Class Format:** seminar

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

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

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

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**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.

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: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

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

Distributions: (D2)

Attributes: EVST Methods Courses EXPE Experiential Education Courses

Spring 2020

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

ANSO 402 (S) Senior Seminar

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

Class Format: seminar

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

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

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2020

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

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

Cross-listings: WGSS 371 ANTH 371 STS 370

Primary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as "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.

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

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

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

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

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

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

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

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

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos “beauty” + graphe “writing”). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: lecture/studio instruction
Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening
Prerequisites: none
Enrollment Limit: 12
Grading: yes pass/fail option, yes fifth course option
Unit Notes: this course can count toward the Art History or Studio major
Materials/Lab Fee: TBD lab fee charged to term bill
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)
Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

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

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials
This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).
Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions
Requirements/Evaluation: attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam
Enrollment Limit: 14
Enrollment Preferences: Graduate Program students, then students in art history or studio art
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

Spring 2020
SEM Section: 01 MR 6:30 pm - 8:30 pm Thomas J. Branchick
ARTS 13 (W) Creative Portraiture in the Darkroom

Cross-listings: ARTS 13 RLFR 13

Secondary Cross-listing

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard’s photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use the view camera (a large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 15 weekly lab or studio hours outside of regular classes and sometimes during the weekend. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des Rencontres Photographiques de Guyane.

Requirements/Evaluation: short paper and final project or presentation

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

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Grading: pass/fail only

Materials/Lab Fee: $120

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

ARTS 13 RLFR 13

Attributes: EXPE Experiential Education Courses

Winter 2020

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

ARTS 16 (W) Glass and Glassblowing

Cross-listings: ARTS 16 CHEM 16

Secondary Cross-listing

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Requirements/Evaluation: class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

Grading: pass/fail only

Materials/Lab Fee: $75

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

ARTS 16 CHEM 16

Attributes: EXPE Experiential Education Courses

Winter 2020
ARTS 274 (S) Chinese Calligraphy: Theory and Practice

Cross-listings: ARTH 274 ARTS 274 ASST 274

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

Class Format: lecture/studio instruction
Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening
Prerequisites: none
Enrollment Limit: 12
Grading: yes pass/fail option, yes fifth course option
Unit Notes: this course can count toward the Art History or Studio major
Materials/Lab Fee: TBD lab fee charged to term bill
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)
Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

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

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

Cross-listings: ARTS 385 THEA 385

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

Requirements/Evaluation: the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance
Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor
Enrollment Limit: 14
Enrollment Preferences: Art and Theater majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: $125
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 385 (D1) THEA 385 (D1)
Attributes: EXPE Experiential Education Courses
Not offered current academic year

ASST 274 (S) Chinese Calligraphy: Theory and Practice
Cross-listings: ARTH 274 ARTS 274 ASST 274
Secondary Cross-listing
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as an Art History, a Studio Art, or Asian Studies course.
Class Format: lecture/studio instruction
Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening
Prerequisites: none
Enrollment Limit: 12
Grading: yes pass/fail option, yes fifth course option
Unit Notes: this course can count toward the Art History or Studio major
Materials/Lab Fee: TBD lab fee charged to term bill
Distributions: (D1)

BIOL 11 (W) Teaching 3rd Grade about Zebrafish--BioEYES
BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, North Adams, and Lanesborough Elementary schools, in a science teaching workshop. Elementary school students will breed fish at the school, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd-grade students in the classroom, and assess elementary student learning. No zebrafish experience is necessary; during the first week, students will learn to set up fish matings and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 3rd-grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools and review assessment data. Adjunct Instructor Bio: Jennifer Swoap, Associate Director at The Center for Learning in Action, is a former third-grade teacher. She currently coordinates Williams Elementary Outreach, where Williams students teach and mentor K-6 students at area elementary schools. Adjunct Instructor Bio: Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She is a frequent substitute at Lanesborough ES and holds a degree in mechanical engineering.
Requirements/Evaluation: final project or presentation; review of pre- and post-survey assessments
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: preference to seniors
### BIOL 13 (W) Introduction to Animal Tracking

This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slide show. Students are required to create journals and site maps of Hopkins and their personal study areas, including all major features of the landscape, flora and fauna activity. Students will be expected to visit their study spots everyday for a minimum of 1 hour of tracking journaling and data collection. The course will meet twice a week for 4-5 hour sessions, primarily in the field. One field trip to a nearby state forest is scheduled for the fourth or fifth class meeting day. This day may extend to 4:00. Students are expected to have appropriate outdoor gear for winter. Adjunct Bio: Dan Yacobellis is a local naturalist and wildlife tracker who has explored forest and field for more than 20 years. He teaches courses on wilderness skills and tracking at nature education centers in Massachusetts and New York as well as his own independent programs.

**Requirements/Evaluation:** attendance, participation, a final presentation of their study sites, maps and journals, a field test and a 3-page research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** preference given to seniors

**Grading:** pass/fail only

**Materials/Lab Fee:** approximately $75 for books

**Attributes:** EXPE Experiential Education Courses

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### BIOL 211 (S) Paleobiology

**Cross-listings:** BIOL 211 GEOS 212

**Secondary Cross-listing**

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

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

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

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

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomore and junior GEOS majors
**Expected Class Size:** 12  
**Grading:** no pass/fail option, no fifth course option  
**Unit Notes:** does not satisfy the distribution requirement for the Biology major  
**Distributions:** (D3)  
**This course is cross-listed and the prefixes carry the following divisional credit:**  
BIOL 211 (D3) GEOS 212 (D3)  
**Attributes:** EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

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**Spring 2020**

**LAB Section:** 02  W 1:00 pm - 4:00 pm  Phoebe A. Cohen  
**LEC Section:** 01  TR 9:55 am - 11:10 am  Phoebe A. Cohen

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

**Cross-listings:** ENVI 220  BIOL 220  
**Primary Cross-listing**

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.  
**Class Format:** lecture and both field and indoor laboratories  
**Requirements/Evaluation:** based on two hour exams, field quizzes, a final project, and a final exam  
**Prerequisites:** none  
**Enrollment Limit:** 30  
**Enrollment Preferences:** Biology majors, and Environmental Studies majors & concentrators  
**Expected Class Size:** 24  
**Grading:** no pass/fail option, yes fifth course option  
**Unit Notes:** satisfies the distribution requirement for the Biology major  
**Materials/Lab Fee:** there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department  
**Distributions:** (D3)  
**This course is cross-listed and the prefixes carry the following divisional credit:**  
ENVI 220 (D3) BIOL 220 (D3)  
**Attributes:** ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

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**Spring 2020**

**LAB Section:** 03  W 1:00 pm - 4:00 pm  Joan Edwards  
**LAB Section:** 02  T 1:00 pm - 4:00 pm  Joan Edwards  
**LEC Section:** 01  MWF 9:00 am - 9:50 am  Joan Edwards

**BIOL 231 (F)(S) Marine Ecology**

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

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.
Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

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

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

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

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

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

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

Fall 2019
LEC Section: 01 TBA Tim J. Pusack

Spring 2020
LEC Section: 01 TBA Tim J. Pusack

BIOL 302 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Primary Cross-listing

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

Class Format: six hours per week

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

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

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

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

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

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

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

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

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel
We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness. Topics include: Ayurveda, preventative medicine, mindfulness and meditation, food intolerance awareness, healthy eating and meal planning, deconstructing cravings and overcoming sugar addiction, and finding your happiness. Evaluation will be based on completion of assignments, class participation, reflective 5-page paper, creative project, and final presentation that demonstrates a level of personal growth. After signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it. In the event of over-subscription, these statements will be used in the selection process. We will meet twice a week for three-hour sessions as a group. The course will include two individual sessions—an initial health assessment plus an additional session designed to personalize the course and assist the student in applying the learned techniques. Books required for this class may include: Integrative Nutrition: Feed Your Hunger For Health and Happiness by Joshua Rosenthal, Food Rules: An Eaters Manual by Michael Pollan, Mind Over Medicine: Scientific Proof That You Can Heal Yourself by Lissa Rankin, and The Mindful Twenty-Something by Holly Rogers. Adjunct Instructor Bio: Nicole Anagnos is health coach and director at Zen Tree Wellness in Williamstown. She is co-founder of the organic skin care company, Kī Organic Beauty. She also holds a master's degree in education.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: email statement of interest to nicole@zentreewellness.com

Grading: pass/fail only

Materials/Lab Fee: approximately $75 for books

Attributes: EXPE Experiential Education Courses

Winter 2020
LEC Section: 01 TR 10:00 am - 12:50 pm Nicole Anagnos

CHEM 16 (W) Glass and Glassblowing

Cross-listings: ARTS 16 CHEM 16

Primary Cross-listing

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Requirements/Evaluation: class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

Grading: pass/fail only

Materials/Lab Fee: $75

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

ARTS 16 CHEM 16

Attributes: EXPE Experiential Education Courses

Winter 2020
LEC Section: 01 M-F 9:00 am - 11:50 am John W. Thoman

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

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

All readings in English with some examples in Chinese.

Class Format: discussion

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

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses Linguistics

Not offered current academic year

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

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

Secondary Cross-listing

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

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

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

Enrollment Limit: 45

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

Expected Class Size: 35

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

Distributions: (D1)

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

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

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

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

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

Secondary Cross-listing

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

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none

Expected Class Size: 10

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

Distributions: (D1)

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

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

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

Spring 2020

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

COMP 338 (F) The Culture of Carnival

Cross-listings: THEA 335  COMP 338

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 18

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

Distributions: (D1)

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

THEA 335 (D1) COMP 338 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year
CSCI 12 (W) Geometry in Stained Glass

Geometry allows us to observe mathematical objects from different viewpoints. It may be approached both visually and algebraically. Building geometric structures in the real world allows us to view them from different angles and sometimes, gain new insights. In this class students will work together to design and build a pentagonal tiling in stained glass. There are only fifteen types of convex pentagons that can tile a two-dimensional surface, and the secret behind their assembly lies in the relationship between edges and angles. We will use Euclidian geometry, drafting by hand using only straightedge and compass, to figure out angles and dimensions. Students will then learn how to cut precise shapes in colored glass, wrap them in copper and solder together into a stained glass window. Students will also work individually or in small groups on projects of their own choosing. These may be two- or three-dimensional geometric figures, including those on non-Euclidian surfaces. In past years a student of organic chemistry modeled cyclohexane and a physics major, the spectral emissions of a star. In 2018 the class built a mirrored glass quasicrystal. Students interested in mathematical tiling patterns, networks, cellular or molecular assembly, crystallography, or simply curious about geometry would be welcome in this class. Exhibition of work on the last day of Winter Study is mandatory. All students must participate in setting up the exhibition and tidying the lab at the end of Winter Study. Please note: we will not be painting images on glass. Adjunct Instructor Bio: Debora Coombs has an MFA from the Royal College of Art in London, England. Her stained glass work is commissioned and exhibited internationally. Debora’s interest in tiling patterns and mathematical projection led to a collaboration with Williams Professor of Computer Science Duane Bailey. Their sculptures are currently on exhibit in the SCHOW science library.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none, however, self-motivated students with good hand skills, patience and an interest in mathematics will find the course most rewarding

Enrollment Limit: 10

Enrollment Preferences: preference to seniors

Grading: pass/fail only

Materials/Lab Fee: $285

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Debora Coombs

CSCI 28 (W) Solution Design and Product Management

Cross-listings: CSCI 28 ECON 28

Secondary Cross-listing

Google Glass, Blackberry Storm, and the initial Obamacare Website represent just a few of the many failures that litter the IT project graveyard: 40 to 60 percent of large technology projects fail. All too often, the cause has little to do with the quality of technical engineering. More often, companies choose the wrong problem to solve or the wrong way to solve it. Google failed to account for the Google Glass price tag and privacy concerns. Blackberry failed to fully appreciate the touchscreen revolution. The Obamacare website failed to address management issues. The underlying conflict is that engineers and IT teams like to be told what to build, but customers often do not know what they want or how to express it. Identifying the right problem, designing the right solution, communicating the correct specifications to engineers, and delivering the right product to primary stakeholders are all difficult challenges crucial for successful product development. This course will explore various frameworks that product managers use to address these challenges. In doing so, we will model interactions between market forces, corporate directives, engineering challenges, and user experiences to interrogate the resilience of our ideas. We will also analyze and critique methodologies presented in readings by technology management prophets Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Throughout the course, students will work in small teams to develop their own product management toolkit and deploy it towards solving a technology problem of each team’s own choosing. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12
**Enrollment Preferences:** students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it

**Grading:** pass/fail only

**Materials/Lab Fee:** $10 and approximately $30 for books

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

CSCI 28 ECON 28

**Attributes:** EXPE Experiential Education Courses

Winter 2020

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

**ECON 13 (W) Tools for Moving from Good Ideas to Successful Businesses and Organizations**

This course is based on a proven methodology for turning business ideas into successful businesses and organizations. Student working in teams generate business ideas and then work to develop a business model to take the ideas to start and beyond. The course provides basic training in design thinking, business financials, and business analysis. The course uses the Lean Launchpad methodology used at major business and engineering schools throughout the world and endorsed by the National Institutes for Health and the National Science Foundation for commercializing research results. The class is appropriate to all students regardless of major who want to learn how to build a startup that succeeds. The class meets for two and a half hours three days a week for short lectures, discussions, group work, and presentations, There will also be outside guests who have created successful businesses. Outside of class, students will be required to watch online lectures and videos, read handouts, and do short papers. The primary work is to work in teams to research their business idea using the Lean Launchpad approach. Teams will develop a research plan, interview potential customers, analyze the results, and revise their business models. The teams will meet with the instructor regularly. Each team will develop weekly progress presentations as well as a final presentation. They will also develop a team video showing lessons the team learned during the course. Students will also be required to provide a three-page final paper of their experiences in the course. Adjunct Instructor Bio: Steve Fogel has worked with startup businesses for over 35 years. He has trained over 2,000 people who have started over 1,200 businesses and provided continuous support to a number of these businesses over the course of years. He has taught Winter Study nine times and is available to work with students throughout the year after the course ends.

**Requirements/Evaluation:** final project or presentation; contributions in class and as part of their teams based on presentations, papers and class participation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** seniors first if the course is over-enrolled

**Grading:** pass/fail only

**Materials/Lab Fee:** approximately $40 for books

**Attributes:** EXPE Experiential Education Courses

Winter 2020

LEC Section: 01    MTWR 10:00 am - 12:50 pm     Steven P. Fogel

**ECON 22 (W) Volunteer Income Tax Assistance**

**Cross-listings:** POEC 22 ECON 22

**Primary Cross-listing**

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.
**ECON 23 (W) Investing**

ECON 23 is designed to provide students with a window into the world of endowment and investment management and is taught by members of the Williams College Investment Office. Students will learn about portfolio theory as well as specific asset classes such as global equities, hedge funds, venture capital, buyouts, fixed income, and impact investing. Students will gain practical skills in Excel and will have the opportunity to learn from experienced investment professionals through guest lectures. Through presentations, discussions, readings, and project work, students will gain a better understanding of the various components of an institutional investment portfolio, how it is managed, and how investment managers are selected and monitored, from the perspective of an endowment. Students are expected to attend all on-campus classes (approx. 6 hours/week) and complete a set of relevant readings, a case study exercise, journal entries, and a final project (approx. 20 hours/week). Students will also be required to complete an introductory Excel course. The course is open to freshmen, sophomores, and juniors.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** mail your resume and a short personal statement discussing your interest in this course and what you hope to gain from it to: InvestmentOffice@williams.edu by 11:59 PM ET on Sunday, October 20, 2019; if overenrolled: phone interviews

**Grading:** pass/fail only

**Materials/Lab Fee:** approximately $40 for books

**Attributes:** EXPE Experiential Education Courses

**Winter 2020**

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

**ECON 28 (W) Solution Design and Product Management**

Google Glass, Blackberry Storm, and the initial Obamacare Website represent just a few of the many failures that litter the IT project graveyard: 40 to 60 percent of large technology projects fail. All too often, the cause has little to do with the quality of technical engineering. More often, companies choose the wrong problem to solve or the wrong way to solve it. Google failed to account for the Google Glass price tag and privacy concerns. Blackberry failed to fully appreciate the touchscreen revolution. The Obamacare website failed to address management issues. The underlying conflict
is that engineers and IT teams like to be told what to build, but customers often do not know what they want or how to express it. Identifying the right problem, designing the right solution, communicating the correct specifications to engineers, and delivering the right product to primary stakeholders are all difficult challenges crucial for successful product development. This course will explore various frameworks that product managers use to address these challenges. In doing so, we will model interactions between market forces, corporate directives, engineering challenges, and user experiences to interrogate the resilience of our ideas. We will also analyze and critique methodologies presented in readings by technology management prophets Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Throughout the course, students will work in small teams to develop their own product management toolkit and deploy it towards solving a technology problem of each team’s own choosing. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project or presentation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it
Grading: pass/fail only
Materials/Lab Fee: $10 and approximately $30 for books

This course is cross-listed and the prefixes carry the following divisional credit:
CSCI 28 ECON 28

Attributes: EXPE Experiential Education Courses

Winter 2020
LEC Section: 01    MWF 1:00 pm - 2:50 pm    Allan Wellenstein

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)
Cross-listings: ENGL 113 AMST 113 WGSS 113
Primary Cross-listing
Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)
Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

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

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

Fall 2019

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

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

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

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

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

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

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

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

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

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

Enrollment Limit: 45

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

Expected Class Size: 35

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 238 (D2) COMP 238 (D1) REL 228 (D2) ENGL 239 (D1)

Attributes: ENGL Literary Histories C  EXPE Experiential Education Courses

Fall 2019

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

ENGL 25  (W) Journalism Today

This course will give students an in-depth view of the inner workings of journalism today. It will feature the perspectives of several Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. Our guests will help students workshop their ideas for a feature-length piece of journalism they're expected to create during the month. They will discuss the reporting skills to use, as well as their own experiences. In addition to reading the work of guests, there may be required texts about issues and methods related to journalism. Students will be expected to complete several small reporting and writing exercises, as well as one feature-length news story on a topic chosen at the beginning of the course. There will be a week-long trip to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, Bloomberg News, BuzzFeed News, ProPublica, the Wall Street Journal and APM Marketplace. Adjunct Instructor Bio: Christopher Marcisz is a freelance writer and editor based in Williamstown. He was a reporter (and later editor) at the Berkshire Eagle. Previously he worked in Washington covering national energy policy, wrote about sports in Moscow, and worked on the international desk at Newsweek. He graduated from the University of Pennsylvania and the Columbia University Graduate School of Journalism.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 10

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

Grading: pass/fail only

Materials/Lab Fee: $1,086

Attributes: EXPE Experiential Education Courses  TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01    TBA     Christopher Marcisz

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

Secondary Cross-listing

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

Class Format: lecture

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

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

Distributions: (D3)

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

GEOS 100 (D3) ENVI 100 (D3)

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

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Spring 2020

LEC Section: 01  MWF 9:00 am - 9:50 am  Alice C. Bradley

LAB Section: 02  M 1:00 pm - 3:00 pm  Alice C. Bradley
LAB Section: 03  T 1:00 pm - 3:00 pm  Alice C. Bradley

ENVI 102  (S) Introduction to Environmental Science

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

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

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

Prerequisites: none

Enrollment Limit: 48

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

Expected Class Size: 48

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

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D3)

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

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Spring 2020

LAB Section: 04  T 1:00 pm - 4:00 pm  Mea S. Cook
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 on 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: discussion, three hours per week and laboratory, two hours per week in alternate weeks/occasional field trips

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

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

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

Distributions: (D3)

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

GEOS 103 (D3) ENVI 103 (D3)

Attributes: ENVI Natural World Electives  EXPE Experiential Education Courses

Not offered current academic year
ENVI 105  (F)  The Co-Evolution of Earth and Life

Cross-listings: GEOS 101  ENVI 105

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

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

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

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

Distributions: (D3)

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

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

ENVI 205  (F)  Geomorphology

Cross-listings: ENVI 205  GEOS 201

Secondary Cross-listing
Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over
relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction—planned or unplanned—with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

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

**Requirements/Evaluation:** two hour exams, a project, lab work and class participation

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

**Enrollment Limit:** 18

**Expected Class Size:** 15

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

**Distributions:** (D3)

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

ENVI 205 (D3) GEOS 201 (D3)

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

Not offered current academic year

**ENVI 214 (F) Mastering GIS**

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

**Secondary Cross-listing**

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

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

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

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

**Enrollment Limit:** 20

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

**Expected Class Size:** 20

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

**Distributions:** (D3)

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

GEOS 214 (D3) ENVI 214 (D3)

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

Fall 2019

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

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

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

**ENVI 215 (F) Climate Changes**

**Cross-listings:** ENVI 215 GEOS 215
Secondary Cross-listing
In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

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

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

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

**Enrollment Limit:** 14

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 14

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

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENVI 215 (D3) GEOS 215 (D3)

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

Not offered current academic year

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

**Cross-listings:** ENVI 220 BIOL 220

**Secondary Cross-listing**
This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

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

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

**Prerequisites:** none

**Enrollment Limit:** 30

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

**Expected Class Size:** 24

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

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

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

**Distributions:** (D3)

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

**Attributes:** ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health
ENVI 221  (F)  Introduction to Urban Studies: Shaping and Living the City

Cross-listings:  AMST 221  ENVI 221  LATS 220

Secondary Cross-listing

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

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

Not offered current academic year

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

Cross-listings: GEOS 221  ENVI 222

Secondary Cross-listing

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

Requirements/Evaluation: weekly papers and a final oral presentation
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3)

Attributes: EXPE Experiential Education Courses
Not offered current academic year

ENVI 229 (S) Environmental History
Cross-listings: ENVI 229 HIST 264

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

Class Format: seminar with field trips
Requirements/Evaluation: several short essays; final research project
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: Environmental Studies majors and concentrators; History majors
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 229 (D2) HIST 264 (D2)

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

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

ENVI 250 (S) Environmental Justice (DPE)
Cross-listings: ENVI 250 STS 250

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

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

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

**Enrollment Limit:** 12

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 10

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
ENVI 250 (D2) STS 250 (D2)

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

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

Spring 2020

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

**ENVI 255 (F) Environmental Observation**

**Cross-listings:** GEOS 255   ENVI 255

**Secondary Cross-listing**

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest.

**Requirements/Evaluation:** labs, quizzes, and a final project

**Prerequisites:** at least one prior course in GEOS or ENVI

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores

**Expected Class Size:** 10

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

**Distributions:** (D3)

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

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

Fall 2019

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

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

**ENVI 259 (S) New England Environmental History (WS)**
Cross-listings: ENVI 259  AMST 259  HIST 259

Primary Cross-listing

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

Requirements/Evaluation: several short essays, final project
Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)

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

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

Not offered current academic year

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

Cross-listings: ENVI 302  AMST 302

Primary Cross-listing

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

Class Format: discussion/group workshop/project lab

Requirements/Evaluation: short writing assignments, class discussion, team projects, class presentations, final group public presentation and report
Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Limit: 16
Enrollment Preferences: Environmental Studies majors and concentrators
Expected Class Size: 16
Grading: no pass/fail option, yes fifth course option

Unit Notes: required course for Environmental Studies major and concentration
Distributions: (D2)

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

ENVI 302 (D2) AMST 302 (D2)

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

Fall 2019

SEM Section: 04   TR 11:20 am - 12:35 pm   Henry W. Art
SEM Section: 01   TR 11:20 am - 12:35 pm   Sarah Gardner
LAB Section: 02   Cancelled
LAB Section: 03   R 1:00 pm - 4:00 pm   Sarah Gardner
LAB Section: 05   T 1:00 pm - 4:00 pm   Henry W. Art

ENVI 312  (F) Communities and Ecosystems  (QFR)

Cross-listings: ENVI 312 BIOL 302

Secondary Cross-listing

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

Class Format: six hours per week

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

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

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

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)  (QFR)

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

ENVI 312 (D3) BIOL 302 (D3)

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

Fall 2019

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

ENVI 324  (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what
How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll...
look at longer time scales to develop a basic understanding of earth’s climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer.

Class Format: lecture

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

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

Distributions: (D3)

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

GEOS 100 (D3) ENVI 100 (D3)

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

Spring 2020

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

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

Cross-listings: GEOS 101 ENVI 105

Primary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

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

Distributions: (D3)

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

GEOS 101 (D3) ENVI 105 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life
GEOS 102  (S)  An Unfinished Planet
The Earth is a work-in-progress, an evolving planet whose vital signs--as expressed by earthquakes, volcanic eruptions, and shifting plates--are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model--one of the fundamental scientific accomplishments of the past century--to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

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

Requirements/Evaluation: evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 40

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

Distributions: (D3)

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

GEOS 103  (F)  Global Warming and Environmental Change
Cross-listings: GEOS 103  ENVI 103

Primary Cross-listing
Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends are where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

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

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

Prerequisites: none

Enrollment Limit: 48
Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

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

Distributions: (D3)

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

GEOS 103 (D3) ENVI 103 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

GEOS 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Primary Cross-listing

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

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

Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST concentrators

Expected Class Size: 48

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

Distributions: (D3)

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

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

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

Fall 2019

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

GEOS 201 (F) Geomorphology

Cross-listings: ENVI 205 GEOS 201

Primary Cross-listing

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on geomorphic processes 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: discussion, three hours per week and laboratory, three hours per week/student projects; weekend field trip to the White Mountains

Requirements/Evaluation: two hour exams, a project, lab work and class participation
Prerequisites: any 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Expected Class Size: 15

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

Distributions: (D3)

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

ENVI 205 (D3) GEOS 201 (D3)

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

Not offered current academic year

GEOS 202 (S) Mineralogy

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

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

Requirements/Evaluation: evaluation will be based on one hour test, lab work, and a final exam

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

Enrollment Limit: 14

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

Expected Class Size: 12

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

Distributions: (D3)

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

Spring 2020

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

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

GEOS 210 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Secondary Cross-listing

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

Class Format: 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

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

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 212 (S) Paleobiology

Cross-listings: BIOL 211  GEOS 212

Primary Cross-listing

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

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

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

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

Enrollment Limit: 15

Enrollment Preferences: sophomore and junior GEOS majors

Expected Class Size: 12

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

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

Distributions: (D3)

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

BIOL 211 (D3) GEOS 212 (D3)

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

Spring 2020

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

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

GEOS 214 (F) Mastering GIS

Cross-listings: GEOS 214  ENVI 214

Primary Cross-listing

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

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

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

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

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D3)

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

GEOS 214 (D3) ENVI 214 (D3)

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

Fall 2019

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

GEOS 215 (F) Climate Changes

Cross-listings: ENVI 215 GEOS 215

Primary Cross-listing

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

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

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

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

Enrollment Limit: 14

Enrollment Preferences: Geosciences majors

Expected Class Size: 14

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

Distributions: (D3)

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

GEOS 215 (D3) ENVI 215 (D3)

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

Not offered current academic year
GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics

Cross-listings: GEOS 221 ENVI 222

Primary Cross-listing

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

Requirements/Evaluation: weekly papers and a final oral presentation
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

GEOS 255 (F) Environmental Observation

Cross-listings: GEOS 255 ENVI 255

Primary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest.

Requirements/Evaluation: labs, quizzes, and a final project
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 20
Enrollment Preferences: sophomores
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
GEOS 255 (D3) ENVI 255 (D3)

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

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

GEOS 302  (S)  Sedimentology  (WS)
Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments. This course is in the Sediments and Life group for the Geosciences major.

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

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

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

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

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

Distributions:  (D3)  (WS)

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

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

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

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

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

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

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

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip
GEOS 401 (F) Global Tectonics and the Rise of Mountains (WS)

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

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

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

Prerequisites: GEOS 301 or 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors

GEOS 411 (F) Geobiology

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

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

Prerequisites: GEOS 212 or GEOS 312T; or GEOS 101 + any 200-level GEOS course; or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Geoscience majors
**Expected Class Size:** 10

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

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

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**HIST 10 (W) North Adams: Past, Present and Future**

**Cross-listings:** AMST 11 HIST 10

**Primary Cross-listing**

This class focuses on North Adams—the challenges, resources and assets of Massachusetts’s smallest city and our neighbor. Readings, films, field trips and meetings with people who work with or lead nonprofits and civic organizations will introduce you to local history, contemporary issues, and plans for the city’s future cultural and economic development. Adjunct Instructor Bio: Annie Valk teaches U.S. history and oral history and supports faculty and students interested in public humanities projects. She has worked at Williams since 2014.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students preferred

**Grading:** pass/fail only

**Materials/Lab Fee:** $25

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

AMST 11 HIST 10

**Attributes:** EXPE Experiential Education Courses

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**Winter 2020**

**LEC Section:** 01 TBA Cancelled Annie Valk

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**HIST 19 (W) Special Collections: Curating Rare Books and Manuscripts for Our Times**

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

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** random, if course is oversubscribed

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

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**Winter 2020**
HIST 259 (S) New England Environmental History  (WS)

Cross-listings: ENVI 259 AMST 259 HIST 259

Secondary Cross-listing

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

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

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

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

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

Not offered current academic year

HIST 264 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Secondary Cross-listing

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

Class Format: seminar with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

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

Distributions: (D2)

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

ENVI 229 (D2) HIST 264 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F
Spring 2020

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

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

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

**Secondary Cross-listing**

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

**Class Format:** classroom discussion as well as field seminars

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

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

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

**Unit Notes:** offered only at Mystic Seaport

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

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

HIST 352 (D2)  MAST 352 (D2)

**Writing Skills Notes:** Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

**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 2019

SEM Section: 01    TBA    Alicia C. Maggard

Spring 2020

SEM Section: 01    TBA    Alicia C. Maggard

**LATS 220  (F)  Introduction to Urban Studies: Shaping and Living the City**

**Cross-listings:** AMST 221  ENVI 221  LATS 220

**Primary Cross-listing**

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

**Class Format:** discussion

**Requirements/Evaluation:** attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)
LATS 241  (F)  Performing Masculinity in Global Popular Culture

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

Secondary Cross-listing

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

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

Not offered current academic year

LATS 252  (S)  Puerto Rico and its Diaspora

Cross-listings:  AMST 252  LATS 252

Primary Cross-listing

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

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

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

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

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

Expected Class Size: 8

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

Distributions: (D2)

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

AMST 252 (D2) LATS 252 (D2)

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

Not offered current academic year

LEAD 18 (W) Wilderness Leadership in Emergency Care

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

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

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

Grading: pass/fail only

Materials/Lab Fee: $450

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Scott A. Lewis

LEAD 22 (W) Outdoor Emergency Care

Cross-listings: SPEC 22 LEAD 22

Primary Cross-listing

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon: 1. National Ski Patrol's Outdoor Emergency Care (5th Edition),
a curriculum containing textbook/web-based learning and hands-on, practical skill development 2. CPR for the Professional Rescuer 3. Approximately 
18 hours of outdoor training in Ski Patrol rescue techniques Specifically, the course teaches how to recognize and provide emergency medical care 
for: - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, sprains, etc.) - Shock, Respiratory, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke, seizures, etc.) The course will 
teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with 
unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course 
includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor 
environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online 
and textbook based) will be required. Attendance at all classes is mandatory. The course is limited to 12 students, chosen based on ski/snowboard 
interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller 
for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently 
patrols at Sugarbush Resort in Vermont.

Requirements/Evaluation: completion of daily homework; written and practical final exam
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: ski/snowboard proficiency; prior first aid experience
Grading: pass/fail only
Materials/Lab Fee: $180 and approximately $110 for books
This course is cross-listed and the prefixes carry the following divisional credit:
SPEC 22 LEAD 22
Attributes: EXPE Experiential Education Courses

Winter 2020
LEC Section: 01 M-F 10:00 am - 12:50 pm Thomas P. Feist

MAST 104 (F) Oceanography
Cross-listings: GEOS 104 ENVI 104 MAST 104
Secondary Cross-listing
The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated 
introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; 
ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. 
Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans 
and Climates group for the Geosciences major.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/one all-day field trip
Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam
Prerequisites: none
Enrollment Limit: 48
Enrollment Preferences: first-year and sophomore students, MAST concentrators
Expected Class Size: 48
Grading: yes pass/fail option, no fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 104 (D3) ENVI 104 (D3) MAST 104 (D3)
Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans
MAST 211 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Primary Cross-listing

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

Class Format: 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

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

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

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

MAST 211 (D3) GEOS 210 (D3)

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

Fall 2019

LEC Section: 01 TBA Lisa A. Gilbert

Spring 2020

LEC Section: 01 TBA Lisa A. Gilbert

MAST 311 (F)(S) Marine Ecology

Cross-listings: BIOL 231 MAST 311

Primary Cross-listing

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

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

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

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

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

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

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

BIOL 231 (D3) MAST 311 (D3)

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

Fall 2019

LEC Section: 01 TBA Tim J. Pusack
MAST 324 (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Secondary Cross-listing

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

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

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

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D3)

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

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

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

MAST 351 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Primary Cross-listing

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

Class Format: 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

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

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

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

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

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses
MAST 352  (F)(S)  American Maritime History  (DPE) (WS)  

Cross-listings:  HIST 352  MAST 352  

Primary Cross-listing  

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America’s maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America’s maritime heritage.  

Class Format: classroom discussion as well as field seminars  

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

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

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

Unit Notes: offered only at Mystic Seaport  

Distributions: (D2) (DPE) (WS)  

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

HIST 352 (D2) MAST 352 (D2)  

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.  

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

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 2019  
SEMP Section: 01  TBA  Alicia C. Maggard  

Spring 2020  
SEMP Section: 01  TBA  Alicia C. Maggard  

MATH 12  (W)  The Mathematics of Lego Bricks  

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

Requirements/Evaluation: final project or presentation  

Prerequisites: none  

Enrollment Limit: 30  

Enrollment Preferences: discretion of the instructor  

Grading: pass/fail only  

Materials/Lab Fee: $45  

Attributes: EXPE Experiential Education Courses  

Winter 2020
MUS 104 (S) Jazz Theory and Improvisation I
The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocals 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.

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

Enrollment Limit: 15

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

Expected Class Size: 12

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

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2020

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

MUS 16 (W) Zimbabwean Music Collaboration
This course focuses on teaching Zimbabwean music performance. Besides introducing a selection of basic songs on mbira, marimba and voice, the course explores orchestration of such music on other instruments such as brass, woodwinds, strings and additional percussion. The course content will trace both continuity and change in music from traditional song styles into African popular music. Beside the instrumental practice of the class, we will watch on YouTube and other videos the collaborative nature of this music. The class will end with an end-of-Winter Study performance by the participants.

Requirements/Evaluation: final performance.

Prerequisites: none.

Enrollment Limit: 30

Enrollment Preferences: quick audition.

Grading: pass/fail only.

Attributes: EXPE Experiential Education Courses.

Winter 2020

LEC Section: 01  TBA  Tendai Muparutsa

MUS 174 (F) The Singing Voice: Structure, Styles and Meaning
What makes an opera singer sound different than a rock singer? Why can't one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, above all, through singing. The class will learn the basics of yodeling, Tuvan throat singing, and belting, among other styles, and will explore the cultural and historical contexts of each.

**Class Format:** studio/discussion

**Requirements/Evaluation:** one quiz, two papers, and a final project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

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

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

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**MUS 204 (S) Jazz Theory and Improvisation II**

**Cross-listings:** MUS 204 AFR 214

**Primary Cross-listing**

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

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

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

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

**Enrollment Limit:** 12

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

**Expected Class Size:** 5-8

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

**Distributions:** (D1)

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

MUS 204 (D1) AFR 214 (D2)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

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**MUS 205 (F)(S) Composition I**

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

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

**Prerequisites:** MUS 202 (may be taken concurrently) or permission of instructor

**Enrollment Limit:** 6

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

**Expected Class Size:** 4

**Grading:** no pass/fail option, no fifth course option
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

MUS 206 (F)(S) Composition II
Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Requirements/Evaluation: quality and timeliness of composition projects, attendance, and class participation
Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor
Enrollment Limit: 6
Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience
Expected Class Size: 4
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

MUS 309 (S) Jazz Arranging and Composition
This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed
Requirements/Evaluation: project based 4-5 compositions/arrangements
Prerequisites: MUS 104B and permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: MUS 104B or recommendation of instructor
Expected Class Size: 3-5
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

Not offered current academic year
NSCI 10 (W) The Neuroscience of Learning

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning. Topics include the neuroscience of attention, emotion, understanding, memory, and executive functions. Emphasis will be on the neuroscience itself with opportunities for students to make connections to their own learning processes and strategies. Students will engage in evaluating primary neuroscience research articles using the medical model to evaluate validity. They will develop their own evaluation systems for identifying valid research related to learning and the brain. Small groups of 2-3 students will be assigned different articles on the same topic and engage in class discussions based on their reading. These will include their interpretations of the research and potential applications to learning strategies and interventions. A final project will a paper and class presentation about topics they select based on their interests and goals for taking the course. Adjunct Instructor Bio: Judy Willis, M.D. combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. Dr. Willis has written nine books and more than 100 articles for professional journals applying neuroscience research to successful teaching strategies. She is on expert consulting staff for NBC News Education Nation, Edutopia, and media liaison for American Academy of Neurology.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: upper grade priority

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020
LEC Section: 01    TWR 10:00 am - 12:50 pm    Judy Willis

PHIL 25 (W) Eye Care and Culture in Nicaragua

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

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

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

Enrollment Limit: 12

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

Grading: pass/fail only

Materials/Lab Fee: $3,350

Attributes: EXPE Experiential Education Courses  TRVL Winter Study Travel Course

Winter 2020
TVL Section: 01    Cancelled

PHLH 25 (W) Public Health, Community Action, and Education in Rural India

This course will explore access to and reliance on public health services, NGOs, and education in a rural Indian social context. As one of the fastest
growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country’s future is entirely dependent upon the health of its population, specifically its most vulnerable—and most vital—members: women and children. To understand how public health and education policy can be formed and changed to address inequity and sociocultural biases, students will learn about the context of India and how local, national, and global actors currently interact with social systems. The course will begin with an orientation and introductory lectures in New Delhi. Then students will travel to rural Uttar Pradesh (UP) for 10 days for seminars with local experts and field trips to community health centers, schools, and villages. Following their trip to UP, students will travel to Rajasthan to meet NGO workers in Jaipur. The course will include an introduction to fieldwork methods and an interview project on a topic chosen by the student addressing development in India. This course will be run in partnership with the Foundation for Public Health, Education, and Development (http://fphed.org/). A UP-based organization with its own campus, FPHED’s board collectively has decades of experience hosting study abroad programs, including biannual semester-long programs with the School for International Training. FPHED will assist in making all accommodations and travel arrangements, as well as making local connections with experts and translators for students. Adjunct Instructor Bio: Ms. Curtis graduated from Williams College in 2017 with a degree in Women’s, Gender, and Sexuality Studies and a Concentration in Public Health. She conducted community-based participatory research on government reproductive health programs in rural India through a Fulbright-Nehru Fellowship. She has spent a cumulative 17 months to-date studying and researching reproductive health in rural India. She is currently a Health Care Assistant at Planned Parenthood in Boston.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Public Health students, then by seniority
Grading: pass/fail only
Materials/Lab Fee: $3,260
Attributes: EXPE Experiential Education Courses  TRVL Winter Study Travel Course

Winter 2020
TVL Section: 01  TBA  Elizabeth F. Curtis

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

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

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

Distributions: No divisional credit

Attributes: EXPE Experiential Education Courses  PHLH Core Courses

Spring 2020

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

LAB Section: 02  T 1:00 pm - 4:00 pm  Marion Min-Barron
PHYS 15 (W) Cooking for the Real World

Students will learn the basic cooking techniques needed to survive for their lives after graduation. They will learn how to make cookies, pasta, pies, protein cookery, and knife skills to better prepare themselves after their time at William's. Please when applying for the class include year of graduation and why food matters so much to you. Normally students will email me why and how food means to them. Emails will help determine who gets into the class of 10. Adjunct Instructor Bio: CJ Hazell is currently working in Williams' dining services, preparing meals for over 2000 students. Prior to coming to the college, he ran a small cafe and before that was the kitchen manager and saucier at a French Fine Dining establishment.

Requirements/Evaluation: students will write a reflection comparing their initial email application and what they have learned throughout class

Prerequisites: Junior or Senior

Enrollment Limit: 10

Enrollment Preferences: email application explaining how much food means to them

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA CJ Hazell

PHYS 16 (W) The Way Things Work

How does a motor run? What do chocolate and steel have in common? How does Williams heat and power the campus? Can paper be washed? What's inside everyday appliances? How do you build a speaker? From simple machines to complex processes, in this course we'll explore the way things work! Class will meet four afternoons a week for a mixture of lecture, discussion, build time, local field trips, and lots of hands-on exploration. Homework will primarily consist of readings and exercises relevant to the current class topics and extra tinkering time. Early in the course we'll team-engineer and build a large project as a class. In the last part of the course, students will have a chance to explore the functioning of some process, object, or technology of their choice. These will culminate in either building a final project with a short writeup or writing a 6-page paper, and a presentation to the class.

Requirements/Evaluation: class participation; midterm group project; final project with short writeup or a 6-page paper; presentation of final project/paper to the class

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: by seniority, and by requesting an interest statement

Grading: pass/fail only

Materials/Lab Fee: $40 and approximately $35 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTWR 1:00 pm - 3:50 pm Katharine E. Jensen

POEC 22 (W) Volunteer Income Tax Assistance

Cross-listings: POEC 22 ECON 22

Secondary Cross-listing

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

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** written statement of interest

**Grading:** pass/fail only

**Materials/Lab Fee:** $10

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

POEC 22  ECON 22

**Attributes:** EXPE Experiential Education Courses

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Winter 2020

LEC Section: 01   TWR 1:00 pm - 2:50 pm   Sara LaLumia

**POEC 402  (S) Political Economy of Public Policy Issues**

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

**Class Format:** seminar with student presentations

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

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

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

**Unit Notes:** required for the Political Economy major

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses  POEC Required Courses

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Spring 2020

SEM Section: 01   TF 1:10 pm - 2:25 pm   William M. Gentry, Sidney A. Rothstein

**PSCI 118  (F) Power to the People?**

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, and contestation over basic citizenship rights. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty--the idea that the people govern themselves? We investigate these and related questions by actively consulting political theory and empirical research in the social sciences. Our investigation will include class-time collaboration with a similarly structured undergraduate course being taught by a sociologist at the University of North Carolina and may include an optional weekend study trip.

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

**Prerequisites:** first-year students

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students
**Expected Class Size:** 19  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D2)  
**Attributes:** EXPE Experiential Education Courses  
PSCI American Politics Courses  
Not offered current academic year

**PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits**  
This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience.  
**Grading:** pass/fail only  
**Materials/Lab Fee:** cost of books  
**Attributes:** EXPE Experiential Education Courses

Winter 2020  
INT Section: 01    TBA     Paula M. Consolini, Cathy M. Johnson

**PSCI 22 (W) Learning Intervention for Teens**  
This course pairs Williams students with adolescents involved in the juvenile court system of Berkshire County. Judges assign teenagers (ages 13-17) to this program, an official Commonwealth of Massachusetts probation program. Our goal is to empower the teenagers through positive peer mentorship and allow them to take ownership of an independent project of the teen's choosing. The project and other program activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting and communication, which the teenagers can transfer to their school, work, and home lives. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work to an audience that includes the employees of the juvenile court system, elected officials, chiefs of police, district attorneys, the teens' peers and families, and Williams faculty and community members. Williams students learn to mentor teenagers and gain insight into the juvenile justice system. Williams students are expected to attend trainings, meet with their teens three times a week, co-give a final presentation, and keep a weekly journal detailing their meetings. This is a student-led course, sponsored by Police Chief Mike Wynn and Professor Cheryl Shanks but entirely run by trained Williams students who have served as mentors in the past. Because Learning Intervention for Teens is an after-school program for the teens, this course meets Tuesday through Thursday from 306pm. In order to enroll in the course, when preregistering, all students must write a paragraph explaining why they believe they'd be a successful mentor in this program. Students should email their paragraphs to student coordinators Rebecca Tauber at ret5@williams.edu and Jamie Nichols jm2@williams.edu and cc: cshanks@williams.edu.  
**Class Format:** afternoons  
**Requirements/Evaluation:** journal and final reflection totaling 10-15 pages, final project with teenager  
**Prerequisites:** none  
**Enrollment Limit:** 10  
**Enrollment Preferences:** by paragraph of interest  
**Grading:** pass/fail only  
**Materials/Lab Fee:** none  
**Attributes:** EXPE Experiential Education Courses
PSCI 319  (F)(S)  Marine Policy
Cross-listings:  ENVI 351  PSCI 319  MAST 351
Secondary Cross-listing
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: 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

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

Unit Notes: offered only at Mystic Seaport

Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 351  (D2)  PSCI 319  (D2)  MAST 351  (D2)
Attributes:  ENVI Environmental Policy  EXPE Experiential Education Courses  POEC International Political Economy Courses

PSYC 14  (W)  JA SelCom: A Case Study in Selection Processes
The majority of the time will be dedicated toward selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in the selection? These are just a few of the questions that we will seek to understand through guest speakers from the Davis Center, Psychology Department, Admissions, and the Career Center. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality. To enroll in this course, you must apply via this form (https://forms.gle/BjWA1tTfFQweAvqc8) by 11:59 pm on October 25. Those who are not selected will be notified in time so that they can still register for another Winter Study course during the first round of registration.

Requirements/Evaluation: short writing assignments totaling 10 pages

Prerequisites: none

Enrollment Limit: 21-30

Enrollment Preferences: at the discretion of the instructor

Grading:  pass/fail only

Attributes:  EXPE Experiential Education Courses

PSYC 15  (W)  Ephquilts! An Introduction to Traditional Quilting
This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of
quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: Pieces of the Past by Nancy J. Martin; Stitching Memories: African-American Story Quilts by Eva Ungar Grudin; Sunshine and Shadow: The Amish and Their Quilts by Phyllis Haders; A People and Their Quilts by John Rice Irwin; Treasury of American Quilts by Cyril Nelson and Carter Houck; The Quilt: New Directions for an American Tradition, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects. Adjunct Instructor Bio: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

Requirements/Evaluation: final project or presentation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: seniors, juniors, sophomores, first years
Grading: pass/fail only
Materials/Lab Fee: $250
Attributes: EXPE Experiential Education Courses

Winter 2020
LEC Section: 01   MWF 1:00 pm - 3:50 pm   Debra S. Rogers-Gillig

PSYC 21 (W) Psychology Internships
Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or another setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Requirements/Evaluation: 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation
Prerequisites: approval by Ken Savitsky is required
Enrollment Limit: 20
Enrollment Preferences: random selection
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses

Winter 2020
INT Section: 01   TBA   Kenneth K. Savitsky

PSYC 352 (F) Clinical and Community Psychology
This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.

Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper
Prerequisites: PSYC 252
Enrollment Limit: 15
Enrollment Preferences: senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Attributes: EXPE Experiential Education Courses  PHLH Reproductive, Maternal and Child Health  PSYC Area 5 - Clinical Psychology

Not offered current academic year

PSYC 372  (F)  Advanced Seminar in Teaching and Learning
This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students’ learning? What does it take to be an educated person?
Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal
Prerequisites: PSYC 232 or PSYC 272 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and those who plan to become teachers
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Attributes: EXPE Experiential Education Courses  PSYC Area 7 - Educational Psychology  TEAC Teaching Sequence Courses

Not offered current academic year

REL 110  (F)  Living Religion: The Study of Religion in Everyday Life
When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way in which such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.
Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-year students and sophomores
Expected Class Size: 12-12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: EXPE Experiential Education Courses

Not offered current academic year
REL 228 (F)  Zen and the Art of American Literature

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

Secondary Cross-listing

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

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

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

Enrollment Limit:  45

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

Expected Class Size:  35

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

Distributions:  (D2)

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

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

Attributes:  ENGL Literary Histories C  EXPE Experiential Education Courses

Fall 2019
LEC Section:  01    MW 7:00 pm - 8:15 pm    Bernard J. Rhie

RLFR 13 (W)  Creative Portraiture in the Darkroom

Cross-listings:  ARTS 13  RLFR 13

Primary Cross-listing

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph *Self-Portrait as a Drowned Man*, one of the first self-portraits in the history of photography, students will learn how to use the view camera (a large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 15 weekly lab or studio hours outside of regular classes and sometimes during the weekend. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des Rencontres Graphiques de Guyane.

Requirements/Evaluation:  short paper and final project or presentation
Prerequisites:  knowledge of black and white analog photography is preferred, but not required

Enrollment Limit:  10

Enrollment Preferences:  Art major and minors then random

Grading:  pass/fail only

Materials/Lab Fee:  $120

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

ARTS 13  RLFR 13

Attributes:  EXPE Experiential Education Courses

Winter 2020
LEC Section: 01    MTW 10:00 am - 12:50 pm     Daniel Goudrouffe

RUSS 25  (W)  Williams in  Georgia

Cross-listings:  SPEC 25  RUSS 25

Primary Cross-listing

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia’s capital city. At the end of the course, students will write a 10-page paper assessing their overall trip experience.  Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makarin.

Requirements/Evaluation:  10-page paper

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

Enrollment Limit:  8

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

Grading:  pass/fail only

Materials/Lab Fee:  $2,922

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

SPEC 25  RUSS 25

Attributes:  EXPE Experiential Education Courses  TRVL Winter Study Travel Course

Winter 2020
TVL Section: 01    TBA     Vladimir Ivantsov

SCST 265  (F)  Digital Performance Lab

Cross-listings:  SCST 265  THEA 265

Secondary Cross-listing

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 6

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

**Materials/Lab Fee:** $100

**Distributions:** (D1)

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

SCST 265 (D1) THEA 265 (D1)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

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

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

**Primary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

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

**Attributes:** EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

**SOC 240 (F) Performing Masculinity in Global Popular Culture**

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

**Secondary Cross-listing**

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

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: a short statement of interest will be solicited
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)
Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

SPEC 19 (W) Healthcare Internships
Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions, as well as to learn about the systems within which health care is delivered. Students will be introduced to fundamental concepts related to patient interviewing and history taking, diagnosis and medical decision making. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus- from the perspective of the individual provider-patient relationship and within a systems-level context. Didactic sessions for (on-campus students) will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally. Students will be introduced to concepts of health and wellness, epigenetics, and environmental influences that have a demonstrable, sustained impact on individuals before and after clinical symptoms of illness emerge By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and factors affecting the health of individuals and communities.

Requirements/Evaluation: 10-page paper
Prerequisites: not open to first-years
Enrollment Preferences: grade level and potential as applicant to professional programs
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses

Winter 2020
INT Section: 01    T 6:00 pm - 8:00 pm    Barbara K. Fuller

SPEC 21 (W) Experience in the Workplace; an Internship with Williams Alumni/Parents
Field experience is a critical component of the decision to enter a profession. Through these field placements, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. In order to participate in this course, students must apply to the winter study internships listed in this syllabus. The expectation is that each student will observe and participate in some aspect of the profession for at least 30 hours per week, 6 hours per day for 5 days each week. It is also expected that the instructor will assign a specific project to be completed within the 3-4 week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance
norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization, and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience.

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

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

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

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

**Grading:** pass/fail only

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

**Attributes:** EXPE Experiential Education Courses

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**SPEC 22 (W) Outdoor Emergency Care**

**Cross-listings:** SPEC 22 LEAD 22

**Secondary Cross-listing**

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon: 1. National Ski Patrol's Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning and hands-on, practical skill development. 2. CPR for the Professional Rescuer. 3. Approximately 18 hours of outdoor training in ski patrol rescue techniques. Specifically, the course teaches how to recognize and provide emergency medical care for: - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, sprains, etc.) - Shock, Respiratory, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke, seizures, etc.) The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. **Attendance at all classes is mandatory.** The course is limited to 12 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. **Adjunct Instructor Bio:** Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.

**Requirements/Evaluation:** completion of daily homework; written and practical final exam

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Grading:** pass/fail only

**Materials/Lab Fee:** $180 and approximately $110 for books

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

SPEC 22 LEAD 22
**SPEC 24 (W) Class of 1959 Teach NYC Urban Education Program**

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

**Class Format:** wsp internship

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

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

**Enrollment Limit:** 12

**Enrollment Preferences:** statement of interest

**Grading:** pass/fail only

**Materials/Lab Fee:** $400

**Attributes:** EXPE Experiential Education Courses

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**SPEC 25 (W) Williams in Georgia**

**Cross-listings:** SPEC 25 RUSS 25

**Secondary Cross-listing**

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their overall trip experience.  Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

**Requirements/Evaluation:** 10-page paper

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

**Enrollment Limit:** 8

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

**Grading:** pass/fail only

**Materials/Lab Fee:** $2,922
This course is cross-listed and the prefixes carry the following divisional credit:
SPEC 25 RUSS 25

Attributes: EXPE Experiential Education Courses  TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01  TBA  Vladimir Ivantsov

SPEC 26  (W) Essentials for Entrepreneurship: An Immersion In the San Francisco Start-Up Culture
Interested in Entrepreneurship and seeing first-hand what it takes to launch a venture? Visit over ten startups in the Bay area to find out! This course is designed to give students interested in Entrepreneurship in-depth insight into the Customer Discovery process, i.e. how startups figure out if their ideas are worth pursuing. We will meet with the founders of 10-15 start-ups in the Bay Area and track their professional and personal journeys. We will look at the impact of company culture, the Bay Area ecosystem and values, financing, and how a Liberal Arts background prepares students for the challenges of entrepreneurship. Student teams will have the opportunity to work on an actual project for one or more of the companies to be visited and present their findings to senior management. We will also visit the Google campus and Stanford School While many of the companies will be technology driven, no technical background is needed and we will strive to have a diverse background in the class. The course will start in Williamstown with a review of idea development tools used in today's startup environment, particularly those pioneered by Stanford d.School called the Business Model Canvas. Workshops on Design Thinking and maximizing the Williams network will round out the pre-trip coursework. Reading will include "The Lean Startup" by Eric Ries, "Zero to One" by Peter Thiel and Edward deBono's "Thinking Course" as well as articles and podcasts. Then we will go see what is actually happening in the market! Meeting times: 1/6/20 - 1/14/20 Williamstown. 10am-1pm 1/15/20 travel to San Francisco 1/16/20-1/28/20 San Francisco 10am-5pm or as needed based upon project 1/29/20 Travel back to Williamstown  Adjunct Instructor Bio: Tonio Palmer is the Entrepreneur in Residence at Williams. Tonio has had a long career in international business and founded a number of companies. He holds an MBA from Wharton and MA from Upenn as a graduate of the Lauder Institute.

Requirements/Evaluation: final project or presentation
Prerequisites: none; not open to first-year students
Enrollment Limit: 12
Enrollment Preferences: preference given to students with a demonstrated interest in entrepreneurship
Grading: pass/fail only
Materials/Lab Fee: $3,100
Attributes: EXPE Experiential Education Courses  TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01  TBA  Tonio Palmer

STS 250  (S) Environmental Justice  (DPE)

Cross-listings: ENVI 250  STS 250

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

Class Format: seminar
Requirements/Evaluation: several short essays, final essay
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 250 (D2) STS 250 (D2)

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

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

Spring 2020
SEM Section: 01 W 1:10 pm - 3:50 pm Laura J. Martin

**ST3 370 (F) Medicine, Pathology, and Power: An Ethnographic View** (DPE)

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

*Secondary Cross-listing*

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

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

*Prerequisites:* none

*Enrollment Limit:* 19

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

*Expected Class Size:* 19

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

*Distributions:* (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

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

*Attributes:* EXPE Experiential Education Courses PHLH Methods in Public Health

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

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

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

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
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)
Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives
Not offered current academic year

THEA 265 (F) Digital Performance Lab
Cross-listings: SCST 265 THEA 265
Primary Cross-listing
A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices.
Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.
Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 6
Grading: no pass/fail option, yes fifth course option
Materials/Lab Fee: $100
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
SCST 265 (D1) THEA 265 (D1)
Attributes: EXPE Experiential Education Courses
Not offered current academic year

THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Class Format:** seminar

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** none

**Expected Class Size:** 10

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

**Distributions:** (D1)

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

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

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

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**THEA 335 (F) The Culture of Carnival**

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

**Primary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 18

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

**Distributions:** (D1)

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

THEA 335 (D1) COMP 338 (D1)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year
THEA 385 (S) The Sculptural Costume and It’s Performance Potential

Cross-listings: ARTS 385 THEA 385

Secondary Cross-listing

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

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

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

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

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

Materials/Lab Fee: $125

Distributions: (D1)

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

ARTS 385 (D1) THEA 385 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)
**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

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

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

Fall 2019
SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

**WGSS 240 (F) Performing Masculinity in Global Popular Culture**

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

**Primary Cross-listing**
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does economic policy shape 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.

**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:** a short statement of interest will be solicited

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

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

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

Not offered current academic year

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

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

**Secondary Cross-listing**
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as '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.

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

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

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

**Attributes:** EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

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