EXPERIENTIAL EDUCATION
Coordinator: Paula Consolini

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

EXPE Experiential Education Courses

AFR 212 (S) Jazz Theory and Improvisation I
Crosslistings: AFR212 / MUS104
Secondary Crosslisting
The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire
Requirements/Evaluation: evaluation will be based on weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance
Extra Info: may not be taken on a pass/fail basis
Extra Info 2: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly
Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged
Enrollment Limit: 15
Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors
Expected Class Size: 12
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Attributes: EXPE Experiential Education Courses
Not offered current academic year

AFR 214 (S) Jazz Theory and Improvisation II
Crosslistings: MUS204 / AFR214
Secondary Crosslisting
A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and
hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

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

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

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

Distributions: (D1)

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

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AFR 24 (W) Touring Black Religion in the 'New' South
Crosslistings: ENVI24 / AFR24 / REL24

Primary Crosslisting

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Tallieveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel

Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Materials/Lab Fee: cost to student: $3362

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Rhon S. Manigault-Bryant, James A. Manigault-Bryant

AMST 10 (W) New(ish) and Rare: Special Collections in the 20th century

What makes relatively recent books and manuscripts worth preserving? Whose voices are missing from the library's collections? Students in this course will explore the market for 20th-century rare books and manuscripts and recommend items for Special Collections to purchase. We will spend our first two weeks exploring the library's existing collections of 20th-century Americana, focusing on what makes these books and manuscripts valuable--not just in terms of their cost but their usefulness in supporting teaching and student research. We'll explore the market for antiquarian books, and we'll consider how social movements and historical events including second-wave feminism, workers' strikes, and the civil rights era are
documented in primary sources. Outside of class, students will spend additional hands-on time with rare materials in the Special Collections reading room. Students will also search printed and online catalogs from booksellers who specialize in 20th-century material to look for potential additions to our collections. Given a theoretical budget of $1000, each student will assemble a proposal to acquire a new collection of books and manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting these proposals to the Chapin Librarian, who will approve a selection of items to purchase 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.

**Class Format:** afternoons

**Requirements/Evaluation:** final collection development proposal/report justifying rationale for acquisition of rare books and manuscripts

**Prerequisites:** none

**Enrollment Limit:** 12

**Materials/Lab Fee:** $0

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01  Cancelled

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

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

**Class Format:** seminar

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distribution Notes:** NOTE: Prof. Nelson’s section Spring 2019 only is NOT Writing Intensive. DPE: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities. WI: This course satisfies the WI requirement in its close attention to the processes of writing, argumentation, and revision; and in the total number of pages of writing produced.

**Attributes:** EXPE Experiential Education Courses;

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Fall 2018

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

Spring 2019

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

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

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

Crosslistings: AMST11 / HIST10
Secondary Crosslisting

This class gives students a chance to learn about resources and assets of Massachusetts's smallest city, North Adams. Readings, tours, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (assorted articles) and to attend all class meetings. Final assessment will be based on students' engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, students will complete a final research project (written or multimedia) that they present to the class and two reflection papers. Most class sessions will take place off campus; students must be available to travel off campus and attend occasional sessions that occur outside of the regular class hours. Adjunct Instructor Bio: Anne Valk is Associate Director for Public Humanities at Williams, with affiliations in the Center for Learning in Action; the Office of Institutional Diversity; and the department of history.

Class Format: afternoons
Requirements/Evaluation: 2- to 3-page paper; final project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: first-year students preferred
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  Cancelled

AMST 113 (F) The Feminist Poetry Movement (DPE) (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting

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

Class Format: seminar; discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 15
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. 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
The 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 2018**

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

**AMST 14 (W) The Davis Center Histories**

This course will explore the history of the Williams College Davis Center (DC), formerly the Multicultural Center. In exploring this history, the course readings and discussions will contextualize the local specificities of the Center's establishment within broader U.S. academic, political, and cultural discourses on student-led protest, the evolution of multiculturalism, the centrality of Black resistance, and the import of cultural specificity in creating an equitable and just world. The course will thus rely on resources in the College archives, and students will be encouraged to hone their research skills, but will also rely on communal construction of a theoretical framework to analyze the archived history of the Center while attending to the DC's current mission to facilitate conversations about race, gender identity, sexual orientation, class, religion, and ability. Readings will include work by Kimberlé Crenshaw, Patricia Hill Collins, Roderick Ferguson, Houston Baker, E. Patrick Johnson, Jeff Chang, Sami Schalk, and more. Students will be encouraged to engage in critical and constructive discussion about the historical place and work of the Davis Center, and contribute to that work with assignments that include weekly personal reflections and program proposals to enhance the curriculum and programmatic itinerary of the Center.

**Class Format:** mornings

**Requirements/Evaluation:** 2 program proposals, weekly reflections, and class participation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** preference given to first-year students

**Attributes:** EXPE Experiential Education Courses

**Winter 2019**

**LEC Section: 01   TR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Tatiana D. McInnis**

**AMST 15 (W) Contemporary American Songwriting**

Crosslistings: MUS15 / AMST15

**Secondary Crosslisting**

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Bernice Lewis is the Artist Associate in Songwriting at Williams College. She is an accomplished singer, songwriter, producer and educator and has been a national touring artist for over thirty years She has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington D.C. In 2009, she was chosen by the National Park Service to be an Artist in Residence. She has released seven recordings of original songs.

**Class Format:** mornings

**Requirements/Evaluation:** final performance and a 2- to 3-page paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register
AMST 221 (F) Introduction to Urban Studies: Shaping and Living the City
Crosslistings: LATS220 / AMST221 / ENVI221

Secondary Crosslisting

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

Class Format: lecture/discussion

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

Distributions: (D2)

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

Not offered current academic year

AMST 236 (S) Making Things Visible: Adventures in Documentary Work
Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting

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

Class Format: seminar

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

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

Prerequisites: none

Enrollment Limit: 12
Enrollment Preferences:  Anthropology and Sociology majors
Expected Class Size:  12

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

Distributions:  (D2)

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

Attributes:  EXPE Experiential Education Courses;  FMST Related Courses

Spring 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Thursday Org Mtg 7:30 pm - 7:55 pm  Olga Shevchenko, Barry Goldstein
LAB Section: 02  F 1:00 pm - 4:00 pm  Barry Goldstein, Olga Shevchenko

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

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

Class Format: seminar
Requirements/Evaluation:  masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper
Prerequisites:  none
Enrollment Limit:  20
Enrollment Preferences:  in the event of over-enrollment, a short statement of interest will be solicited
Expected Class Size:  20
Distributions:  (D2)
Distribution Notes:  meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Attributes:  EXPE Experiential Education Courses;  FMST Related Courses;  LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

AMST 252 (S)  Puerto Rico and its Diaspora
Crosslistings:  AMST252 / LATS252

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

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

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

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

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

**Enrollment Limit:** 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

**Distributions:** (D2)

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

Spring 2019

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

**AMST 259 (S)** New England Environmental History (WI)

**Crosslistings:** AMST259 / ENVI259 / HIST259

**Secondary Crosslisting**

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

**Class Format:** seminar

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

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

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

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 15

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

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

Spring 2019

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

**AMST 302 (F)** Environmental planning workshop: community-based environmental problem solving
Crosslistings: ENVI411 / AMST302

Secondary Crosslisting

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and team work. The class culminates in a public presentation of each team's planning study.

Class Format: seminar discussion/group workshop/project lab

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

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

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

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Department Notes: required course for Environmental Studies major and concentration

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

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

Fall 2018

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

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

Crosslistings: THEA330 / COMP330 / AMST331

Secondary Crosslisting

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

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: none
AMST 361 (F) Zen and the Art of American Literature

Crosslistings: ENGL312 / REL361 / AMST361 / COMP361

Secondary Crosslisting

In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. 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 20-30 minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: seminar

Requirements/Evaluation: a weekly meditation journal, various informal in-class and take-home writing assignments, a final 12- to 15-page essay

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

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

Enrollment Limit: 30

Enrollment Preferences: if the course is over-enrolled, students will be asked to send the instructor an email explaining their reasons for wanting to take this course; these expressions of interest will be used to determine the final course roster; no first year students

Expected Class Size: 30

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST

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

Not offered current academic year

ANSO 205 (S) Ways of Knowing

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? In the first half of the course, we will approach these problems concretely rather than abstractly through a series of case
studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course will be dedicated to a hands-on training in field methods, in which the students will design and undertake their own pilot field projects.

**Class Format:** seminar

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

**Prerequisites:** ANTH 101 or SOC 101 or permission of instructor

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributions:** (D2)

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

Spring 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Kim Gutschow

**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

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

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

**Enrollment Limit:** none

**Expected Class Size:** 12

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses

Spring 2019

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

**ANTH 15 (W) Photographic Literacy and Practice**

Crosslistings: ANTH15 / SOC15

**Secondary Crosslisting**

When you look at a photograph, what is it really saying? How can you make photograph that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

**Class Format:** three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm

**Requirements/Evaluation:** final project; formal public exhibit

**Prerequisites:** none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)

**Enrollment Limit:** 12

**Enrollment Preferences:** students can email me
ANTH 230 Musical Ethnography

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

Class Format: lecture/discussion

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

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

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

Enrollment Limit: 10

Enrollment Preferences: students with some musical experience

Expected Class Size: 6

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

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

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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

Crosslistings: SCST370 / ANTH371 / WGSS371

Primary Crosslisting

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

Class Format: seminar

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies
Expected Class Size: 19

Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

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

Fall 2018
SEM Section: 01    W 1:10 pm - 3:50 pm     Kim Gutschow

ARTH 11 (W)  Editorial Cartooning and the Art of Propaganda
Crosslistings: ARTH11 / PSCI11

Primary Crosslisting
This hands-on course, taught jointly by a nationally syndicated editorial cartoonist, Chan Lowe, and a former member of the Art Department faculty, E. J. Johnson, introduces students to the "Ungentlemanly Art" of cartooning through discussions and an emphasis on the creation of their own work. It is not an art course as much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience is NOT a prerequisite, nor even an advantage. Non-art majors are particularly encouraged to enroll. The basics of perspective, proportion, and shading will be covered as needed to provide all students with the necessary skills to express themselves. Much more important are an inquisitive mind, a healthy interest in the current national discourse, a willingness to enter into spirited classroom discussion, and an appreciation of satire. The fact that the course will meet during the second month of a newly elected Congress means that there will be plenty of material ripe for cartooning. Class assignments will be critiqued in a non-threatening atmosphere. Lowe, who will be continuously producing daily cartoons, will also present his own work for criticism. Class meetings, at least two hours per meeting three days a week, will alternate between the studio experience and lectures, given by Johnson, that will acquaint students with aspects of the history of caricature, cartooning and art with a propagandistic or overtly political purpose. The lectures will provide students with knowledge they may use in producing their cartoon assignments. The success of this course depends on the commitment and motivation of all participants. Course requirements include the drawing of several editorial cartoons per week, daily reading and viewing of news media. Adjunct Instructor Bio: Chan Lowe has been an editorial cartoonist and opinion writer since graduating from Williams in 1975. He has worked for newspapers in Oklahoma, Florida and is now a member of the editorial board of The Berkshire Eagle. His drawing and writing work have won many journalism awards, and is nationally and internationally syndicated by Tribune Content Agency. Co-Instructor: E.J. Johnson, Amos Lawrence Professor of Art, Emeritus

Class Format: afternoons

Requirements/Evaluation: editorial cartoons to be produced for each class meeting for evaluation by the class; final cartoons to be published in The Williams Record

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to non-art majors

Materials/Lab Fee: $50

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    Cancelled

ARTH 17 (W)  Architectural Models

Architectural history is generally taught by photographs, which compress three-dimensional things into two-dimensional projections. But describing the dynamic nature of architectural space with a flat image is like describing an ice cream flavor with a flow chart. In this course groups of four or five students will receive measured drawings of major American buildings and construct models at quarter-inch scale. Possible subjects include works by
Venturi, Wright, Eisenman, and Jefferson. No previous architectural experience is necessary. After the initial two sessions, there will be two three-hour studio sessions each week where the instructor will critique the projects. At a final meeting, a jury will review the models.

Class Format: mornings
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Art majors will have preference
Materials/Lab Fee: $25
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  MTR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Michael J. Lewis

ARTH 19 (W)  21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19
Secondary Crosslisting
The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums—from art museums to scientific, historical, and specialty collections—and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit
Prerequisites: keen interest in museums and culture
Enrollment Limit: 12
Enrollment Preferences: random selection
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01  WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Lisa B. Dorin

ARTH 237 (S)  Making Things Visible: Adventures in Documentary Work
Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236
Secondary Crosslisting
Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic
technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Class Format: seminar
Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Anthropology and Sociology majors
Expected Class Size: 12
Department Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.
Distributions: (D1)
Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC; meets Division 1 requirement if registration is under ARTH or ENGL
Attributes: EXPE Experiential Education Courses; FMST Related Courses

Spring 2019
LAB Section: 02 F 1:00 pm - 4:00 pm Barry Goldstein, Olga Shevchenko
SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Olga Shevchenko, Barry Goldstein

ARTH 274 (S) Chinese Calligraphy: Theory and Practice
Crosslistings: ASST274 / ARTH274 / ARTS274
Primary Crosslisting
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as 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
Department Notes: this course can count toward the Art History or Studio major
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under ASST
Attributes: ARTH pre-1600 Courses; EXPE Experiential Education Courses; GBST East Asian Studies Electives

Spring 2019
LEC Section: 01 Cancelled

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials
This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give
them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).

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

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

Enrollment Limit: 14

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Class Format: afternoons

Requirements/Evaluation: final formal public exhibit; completion of one (or more) portrait painting(s), to be worked on over the duration of the course

Prerequisites: no experience necessary, but some background in painting and drawing is a plus

Enrollment Limit: 15

Enrollment Preferences: preference will be given to studio and art history students, and will be given to seniors thereafter

Materials/Lab Fee: $125

Attributes: EXPE Experiential Education Courses

Class Format: afternoons

Requirements/Evaluation: final formal public exhibit; completion of one (or more) portrait painting(s), to be worked on over the duration of the course

Prerequisites: no experience necessary, but some background in painting and drawing is a plus

Enrollment Limit: 15

Enrollment Preferences: preference will be given to studio and art history students, and will be given to seniors thereafter

Materials/Lab Fee: $125

Attributes: EXPE Experiential Education Courses

Class Format: afternoons

Requirements/Evaluation: final formal public exhibit; completion of one (or more) portrait painting(s), to be worked on over the duration of the course

Prerequisites: no experience necessary, but some background in painting and drawing is a plus

Enrollment Limit: 15

Enrollment Preferences: preference will be given to studio and art history students, and will be given to seniors thereafter

Materials/Lab Fee: $125

Attributes: EXPE Experiential Education Courses
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 a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media 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. 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.

Class Format: mornings
Requirements/Evaluation: 2- to 3-page paper; formal public exhibit
Prerequisites: knowledge of black and white analog photography is preferred, but not required
Enrollment Limit: 10
Enrollment Preferences: Art major and minors then random
Materials/Lab Fee: $120
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 WRF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Daniel Goudrouffe

ARTS 14 (W) Results May Vary
An exploration of cross-disciplinary sampling: digital and visual art, sculpture, sound, music, moving image, text, theater. Paul de Jong presents the vast media archive the Mall of Found as a point of departure for discussion and as the resource for creative exploration, touching upon issues specific to the inception, production and presentation of art using sampled sources. De Jong will address topics related to the creative process and issues specific to the field of sampling: integrity in appropriation, conflict in collaboration, developing method and technique, making your own rules and having changes of heart, documenting and archiving, commercial considerations, presentation and audience subjectivity. Participants will receive a detailed introduction to the archive and its makeup. Throughout, access will be given to the digital collection. The physical archive (housed in North Adams, MA) will be accessible by appointment and through weekly group excursions. After determination of individual and collective goals, emphasis shall be given to a hands-on creative approach, outside-of-class. In-class time will be set aside for weekly individual presentations and critiques, as well as daily group meetings for topical discussions. The course may result in individual or group works presented in a gallery show, as a theatrical/musical performance, a movie showing, a web production, printed matter, publications, or readings. Paul de Jong’s Mall of Found is home to a wealth of assorted fringe media and ephemera. This includes some 5,000+ VHS, 1,500 LP’s, 5,000 cassette tapes, as well as photography, printed matter and film, numbering over 100,000. The subject matter is sprawling, favoring independent and amateur production and analog forms. Categories include: televangelism, self-help, hunting, meditation, technical, instructional, medical and much more. Paul de Jong (formerly of the Books) recently released his second solo album You Fucken Sucker.
Requirements/Evaluation: final formal public exhibit
Prerequisites: active engagement in the creation of art, photography, film and video, poetry and prose, dance, theater and music
Enrollment Limit: 15
Enrollment Preferences: submitting portfolio, resume or proposal
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Paul de Jong

ARTS 15 (W) Shadow Puppetry
Crosslistings: ARTS15 / THEA15
Secondary Crosslisting

The ancient art of shadow puppetry has seen a resurgence in contemporary art and theater. William Kentridge writes, "It is in the very limitations of shadows that we learn... It is in the gap between the object and its representation that the image emerges, the gap we fill in." In this course, students will explore a range of techniques in shadow theater and build towards a culminating performance. We will survey the history of the form, from Asian traditions such as wayang kulit, through Victorian shadow plays, to the uses of shadow by contemporary theater makers and artists (e.g. William Kentridge, Kara Walker). Shadow puppeteer Karen Zasloff and visiting artists will guide students in creating shadow imagery from flat cutouts, sculpted objects and their bodies, and choreographing scenes on a classroom overhead projector and translucent screen. In small groups, we will interpret excerpts of prose and poetry through these handmade projections, exploring relationships among text, image sequences and music, culminating in a public performance. We will meet three times/week for three-hour sessions, with additional supervised lab and rehearsal periods according to our needs. Some basic equipment will be supplied, but students will be expected to purchase some of the materials. Adjunct Instructor Bio: Karen Zasloff has created performances in the US and abroad with shadows, toy theater, giant puppets and video, on themes of political violence and the unconscious. She has performed in NY at PS1, Saint Ann's Warehouse, National Sawdust, PS122 and Here Arts Center, and for 20 years with the Bread and Puppet Theater. Her drawings feature in "Banished", which premiered at Sundance 2007. Recent projects focus on Rwanda and South Africa, including a Fulbright with the Handspring Puppet Company.

Requirements/Evaluation:  short presentations and works in progress
Prerequisites:  none
Enrollment Limit:  15
Enrollment Preferences:  students will be asked to submit a letter of interest
Materials/Lab Fee:  $215
Attributes:  EXPE Experiential Education Courses

Winter 2019
LEC Section: 01      Cancelled

ARTS 16 (W)  Glass and Glassblowing
Crosslistings: ARTS16 / CHEM16

Secondary Crosslisting

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.

Class Format:  9:00 a.m. to noon, M-F
Requirements/Evaluation:  evaluation is based on 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
Materials/Lab Fee:  $75
Distributions:  (D3)
Attributes:  EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    M-F 9:00 am - 12:00 pm  PORG 9:00 am - 12:00 pm   John W. Thoman

ARTS 19 (W)  21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Primary Crosslisting
The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums—from art museums to scientific, historical, and specialty collections—and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit
Prerequisites: keen interest in museums and culture
Enrollment Limit: 12
Enrollment Preferences: random selection
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm    Lisa B. Dorin

ARTS 20 (W) Performing Self-Portraiture in the Age of Instagram
Crosslistings: THEA20 / WGSS20 / ARTS20
Secondary Crosslisting
What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacobly Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale’s Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe’s Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.
Class Format: afternoons
Requirements/Evaluation: final performance
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm    Kameron B. Neal

ARTS 274 (S) Chinese Calligraphy: Theory and Practice
Crosslistings: ASST274 / ARTH274 / ARTS274
Secondary Crosslisting
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the
literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek 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

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

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

**Distributions:** (D1)

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

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

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

**Crosslistings:** THEA385 / ARTS385

**Primary Crosslisting**

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 Hello Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

**Class Format:** studio

**Requirements/Evaluation:** evaluation will be based on the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

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

**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

**Materials/Lab Fee:** $125

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

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**ASST 274 (S) Chinese Calligraphy: Theory and Practice**

**Crosslistings:** ASST274 / ARTH274 / ARTS274
Secondary Crosslisting

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

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

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

Distributions: (D1)

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

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

Spring 2019

LEC Section: 01 Cancelled

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 in the classroom, 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, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. Adjunct Co-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.

Class Format: meeting time varies depending on needs of schools and laboratory requirements

Requirements/Evaluation: final project; review of pre and post survey assessments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference to seniors

Materials/Lab Fee: $0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTWR 10:00 am - 2:50 pm PORG 10:00 am - 2:50 pm Jennifer C. Swoap, Renee Schiek

BIOL 12 (W) New Orleans-Style Jazz and Street Performance

This course has a focus on making music based on the principles of improvisation and street performance embodied by New Orleans-Style jazz.
Typically composed of brass instruments, this course welcomes musicians and performers of all types, from the classically trained to those with no experience who are willing to play washboards, kazoos, and experiment with other forms of sound-making. For when you travel the world after Williams, this course will prepare you to “busk,” or make money playing music on the street, where some of the most dynamic forms of jazz and improvisation have been created. The course will include various street performances and culminate with a “gig” in a local music venue. We will meet twice a week for three-hour sessions, with extra band practices, five hours per week, and performances to be scheduled in accordance to our needs—attendance mandatory. 

Adjunct Instructor Bio: Andy Kelly, a local Jazz musician and former busker, Williams College Class of ’80, now travels the world bridging cultures with music, using American jazz to make peace in the world.

Class Format: afternoons

Requirements/Evaluation: original musical composition with in-class performance; 2-page short research paper and oral presentation; final performance for ‘all college’ audience

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given in order to: seniors, juniors, sophomores, first-years

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Andrew Kelly

BIOI 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 slideshow. 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. Adjunct Instructor 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 for private groups and associations.

Class Format: 10:00am to 3:00pm two days a week

Requirements/Evaluation: attendance, participation, a final presentation of their maps and journals, with attention to detail and content, a field test and 3-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference given to seniors

Materials/Lab Fee: $90 plus cost of book(s)

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TR 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Dan Yacobellis

BIOL 211 (S) Paleobiology

Crosslistings: BIOL211 / GEOS212

Secondary Crosslisting

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes
including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth’s climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams’ superb fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.

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

Requirements/Evaluation: evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam

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

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 12

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

Distributions: (D3)

Attributes: EXPE Experiential Education Courses; MAST Interdepartmental Electives

Spring 2019

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

BIOL 220 (S)  Field Botany and Plant Natural History

Crosslistings: BIOL220 / ENVI220

Primary Crosslisting

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. The "lectures," that are assigned as "homework" in this "flipped" course, focus on the evolution of the land plants, the most recent developments in plant systematics, characteristics of plant families, and cultural-economic uses of plants, especially native species. The in-class session will be organized as workshops with short quizzes and hands-on explorations of plant materials. The labs cover field identification, natural history, and ecology of local species.

Class Format: lecture

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

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

Extra Info 2: "flipped" lectures and homework

Prerequisites: none

Enrollment Limit: 30

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

Expected Class Size: 25

Department Notes: satisfies the distribution requirement in the Biology major

Distributions: (D3)

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

Spring 2019

LAB Section: 02    T 1:00 pm - 4:00 pm     Henry W. Art
LAB Section: 03    W 1:00 pm - 4:00 pm     Henry W. Art
LEC Section: 01    MWF 9:00 am - 9:50 am     Henry W. Art

BIOL 231 (F)  Marine Ecology
Crosslistings: BIOL231 / MAST311

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

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

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

Extra Info: offered only at Mystic Seaport

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

Distributions: (D3)

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

Fall 2018
LEC Section: 01 TBA Tim J. Pusack

Spring 2019
LEC Section: 01 TBA Tim J. Pusack

BIOL 25 (W) Sustainable Agriculture in California

Crosslistings: BIOL25 / ENVI25

Secondary Crosslisting

This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8 students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor, thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition. The final product will be a collaborative journal written by the class.

Class Format: travel

Requirements/Evaluation: 10-page paper; synthetic journal of field experiences to be produced by the group

Prerequisites: none, but see preferences for over-enrollment; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable Agriculture and/or other food and agriculture courses; then by essay

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Henry W. Art, Sarah Gardner

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

**Primary Crosslisting**

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

**Class Format:** lecture/laboratory, six hours a week

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

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

**Enrollment Limit:** 28

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

**Expected Class Size:** 24

**Department Notes:** satisfies the distribution requirement in the Biology major

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

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

**Not offered current academic year**

**CHEM 10 (W) Persuasive Presentation--Maximize your Impact**

The objective of this course is to introduce a process for preparing and delivering oral presentations with accompanying visuals to enable anyone to maximize their impact. In many fields the ability to transform detailed personal knowledge of a subject into a more broadly accessible message is critical to both personal and organizational success. Often individuals are well prepared as subject matter experts, however, the ability to leverage that expertise into setting a direction or advocating for policy change is learned through trial and error. The instructor of this course has over 25 years of experience presenting scientific and product information in a corporate environment to internal and external customers. This course will focus on a deliberate method for developing persuasive communication that is both engaging and effective. The in-class portion of this course will focus on instruction with a heavy emphasis of "hands on" practice including iterative brainstorming, group sharing and feedback around presentation design, content optimization and oral delivery. The topics for these in class exercises will primarily be provided practice subjects and data sets related to everyday sales pitches and issue advocacy. Student provided topics will also be encouraged. Assigned work outside of class will focus on selected readings, viewing presentations by relevant thought leaders and developing a final presentation on a topic of interest to the student. Students should be prepared to develop ideas they wish to communicate about and preference will be given to students who can articulate concepts they wish to communicate about. This course will utilize Microsoft PowerPoint and Microsoft Excel; students do no need to have expertise in these platforms, however, basic familiarity will be helpful. Adjunct Instructor Bio: Jamie Gardner holds a Ph.D. in Inorganic Chemistry from MIT and leads 3M's Global Fall Protection Laboratory. Over the last 25 years he has focused on the commercialization of Photosensitive, Pest Elimination, Electronic Adhesive, Lithium Ion Battery, Cleaning and Fall Protection products. In pursuit of these efforts he has developed and taught a process utilized to update and influence co-workers, executive stakeholders, customers, external investors and sponsoring government agencies.

**Class Format:** afternoons

**Requirements/Evaluation:** final project: students to identify topic of personal interest, develop presentation and present presentation to class

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference given to students who articulate a subject they would like to present on; majors or concentrations in political science/economy, public health, environmental studies and physical sciences

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

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    MW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm    James P Gardner
CHEM 13 (W) Ultimate Wellness: Concepts for a Happy Healthy Life

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today! We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness. Topics include: Ayurveda, cleansing, preventative medicine, mindfulness and meditation, food intolerance awareness, healthy eating and meal planning, deconstructing cravings and overcoming sugar addiction, healthy skin care, and finding your happiness. 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, Klo Organic Beauty. She also holds a master's degree in education.

Class Format: twice a week for three-hour sessions as a group

Requirements/Evaluation: completion of assignments, class participation, reflective 5-page paper, creative project, and final presentation that demonstrates a level of personal growth

Extra Info: the course will include two individual sessions, an initial health assessment plus an additional session designed to personalize the course and assist the student in applying the learned techniques; there will be several books required for this class

Prerequisites: 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

Enrollment Limit: 15

Enrollment Preferences: email statements will be used in the event of over-enrollment

Materials/Lab Fee: $85 plus cost of book(s)

Attributes: EXPE Experiential Education Courses

Winter 2019

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

CHEM 16 (W) Glass and Glassblowing

Crosslistings: ARTS16 / CHEM16

Primary Crosslisting

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.

Class Format: 9:00 a.m. to noon, M-F

Requirements/Evaluation: evaluation is based on 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

Materials/Lab Fee: $75

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   M-F 9:00 am - 12:00 pm PORG 9:00 am - 12:00 pm   John W. Thoman

CHEM 19 (W) Methods in Environmental Chemistry

Crosslistings: CHEM19 / ENVI19

Primary Crosslisting
This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies may include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particulate matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.

**Requirements/Evaluation:** evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments

**Prerequisites:** CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102

**Enrollment Limit:** 10

**Enrollment Preferences:** preference will be given to CHEM and/or ENVI majors/concentrators

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

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**CHEM 22 (W) Introduction to Research in Environmental Analytical Chemistry**

Representative projects include: Analysis of sediment and fish samples collected from the Hoosic River drainage basin for contamination with polychlorinated biphenyls (PCBs) and soil, plant and aquatic animal samples from southern Vermont for perfluorooctanoic acid (PFOA) and its chemical relatives. This project focuses on techniques used in environmental analysis including trace-level determination of persistent organic pollutants by GC-MS and/or LC-MS.

**Class Format:** mornings

**Requirements/Evaluation:** a 10-page written report

**Prerequisites:** variable, depending on the project (at least CHEM 151) and permission of the Dept. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors and with the Department Chair

**Enrollment Limit:** POI

**Enrollment Preferences:** expression of student interest

**Attributes:** EXPE Experiential Education Courses

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**CHIN 11 (W) Shanghai Cuisine**

Food plays a quintessential role in Chinese culture. Approaching the foot ways in various regions in China provides a unique path to a better understanding of the richness and diversity of China's regional cultures. Shanghai cuisine (benbang cai), originated in Shanghai and developed its cooking style under the profound influence of those surrounding regions, is a very popular branch of Chinese food. This hands-on course introduces the culinary tradition of many famous Shanghai dishes. The instructor will demonstrate how to turn those fresh raw ingredients and special seasonings into "color-aroma-tasty" Shanghai style dishes. (e.g. soup dumplings, wontons, eight-treasure rice puddings, red braised pork, sweet and sour spare ribs, crystal shrimp etc.) Through discussions of reading and videos, hands-on practices, as well as independently cooking of certain dishes, students will gain insight into the Shanghai way of life. Students will be expected to complete assigned readings and videos outside class, participate discussions and cook with the instructor in class, make a few recipes of what they cook, and write a 10-12-page final essay. The final essay should include 5 to 6 finalized recipes of the dishes students cook and a conclusion. There is a mandatory field trip to a traditional Shanghai restaurant.

**Important reminder:** for students who have food allergies and/or who are vegetarians please inform the instructor and consult your healthcare professional before the course starts on January 3rd, 2019. Adjunct Instructor Bio: Wendy Wan has extensive experience teaching Chinese language and culture at K-12 levels in the United States. She is a Shanghai native and a food enthusiast.

**Class Format:** two three-hour sessions per week from 10:00 AM to 1:00 PM

**Requirements/Evaluation:** attendance of all cooking classes and mandatory field trip (50%); in-class efforts (20%); assignments including readings, videos, recipe and reflection paper writing (15%); 10-12-page final essay, which includes student made recipes and conclusion (15%)
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: preference is given to Chinese language students and based on class years
Materials/Lab Fee: $200
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Wendy Wan

CHIN 25 (W) Taiwan Study Tour
Interested in learning first-hand about Taiwanese culture and becoming acquainted with what has been called the “Taiwan (economic and political) miracle”? Want to improve your knowledge of Mandarin, the language with the largest number of native speakers in the world? Then join us on this 23-day study tour to Taiwan, Republic of China. We’ll spend the first two weeks in Taipei, the capital city, where 3 hours of Mandarin language classes at levels from beginning to advanced will be scheduled each morning at the Mandarin Center of National Taiwan Normal University. After class we'll meet as a group for lunch and discussion. Activities with Taiwanese university students and visits to cultural and economic sites of interest will be scheduled for some afternoons and Saturdays, with other afternoons, evenings, and Sundays free for self-study and individual exploration. During the last week, we'll travel to central and southern Taiwan, staying at small hotels and youth hostels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience.

Class Format: travel
Requirements/Evaluation: evaluation will be based on satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities
Prerequisites: none; not open to first-year students
Enrollment Limit: 10
Enrollment Preferences: statement of rationale and goals for wishing to participate; CHIN and ASST majors and intended majors who have no previous experience in Taiwan may receive preference
Materials/Lab Fee: $3,800
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Cornelius C. Kubler

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language
This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. All readings in English with some examples in Chinese.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, several oral presentations and short papers, and a final research project
Prerequisites: CHIN 101 or permission of instructor
Enrollment Limit: 19
Expected Class Size: 12
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; Linguistics
COMP 10 (W) Constructing Gender and Body in the Gym

While it may not be written on the campus map, it's common Williams knowledge that the gym on upper Lasell is called "the EstroGym." Have you ever wondered why cardio spaces, like the EstroGym, seem to be occupied predominantly by women while weight rooms (think Lower Level Lasell) are filled with men? We will explore the answers to this and many more questions in this hybrid physical and academic course. Half of this course will be a critical exploration of phenomena that are often taken for granted within the fitness industry. We will discuss the ways in which cultural understandings of gender and bodies are created and reinforced in physical activity spaces. Topics will include the cultural reinforcement of the gender binary, the policing of nonconforming identities in physical spaces, hegemonic masculinity in the gym, and the social construction of ideal femininity and masculinity. Much of our reading will be grounded in feminist and sociological theory (L. Heywood, *Bodymakers: A Cultural Anatomy of Women's Body Building*; Markula & Pringle, *Foucault, sport, and exercise: Power, knowledge, and transforming the self*) but will also include text and visual sources from CrossFit gyms, international weightlifting competitions, bodybuilding shows, and more. The other half of this course will be taught in the weight room, where students will learn proper strength training form and technique. It is a suitable introduction for novice lifters as well as an opportunity for experienced lifters to improve and refine their technique. Students will explore the differences between powerlifting, Olympic weightlifting, and bodybuilding and will have the opportunity to practice these different forms. This includes, but is not limited to, the following exercises: squat, deadlift, overhead press, bench press, clean, jerk, push-up, and pull-up. Outside of class meeting times, students will be expected to complete readings, brief writing assignments (1-2 pages max), gym observations, short film viewings, and gym selfies (seriously). Depending on class size and logistics, we may take 1-2 field trips to other local gyms for observation purposes. Details TBA. **IMPORTANT NOTE:** This course is open to students with any type of lifting experience (from zero physical activity background to Olympic athlete). This also includes students with any form of disability, so long as they are cleared by a licensed medical provider.

**Requirements/Evaluation:** 2- to 3-page paper and final project

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

**Enrollment Limit:** 14

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

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTR 12:00 pm - 1:00 pm PORG 12:00 pm - 1:00 pm MTR 1:00 pm - 2:50 pm Holly E. Crane

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

Crosslistings: THEA330 / COMP330 / AMST331

**Secondary Crosslisting**

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 OG DEN 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
COMP 338 (F) The Culture of Carnival
Crosslistings: COMP338 / THEA335

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

Class Format: studio
Requirements/Evaluation: students will be evaluated on regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade.

Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: sophomores and first-year students
Expected Class Size: 18
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

Fall 2018
STU Section: 01 M 1:10 pm - 3:50 pm Deborah A. Brothers

COMP 361 (F) Zen and the Art of American Literature
Crosslistings: ENGL312 / REL361 / AMST361 / COMP361

Secondary Crosslisting
In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. 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 20-30 minutes each week practicing and reflecting upon those practices during class hours. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Class Format: seminar
Requirements/Evaluation: a weekly meditation journal, various informal in-class and take-home writing assignments, a final 12- to 15-page essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of the instructor
Enrollment Limit: 30
Enrollment Preferences: if the course is over-enrolled, students will be asked to send the instructor an email explaining their reasons for wanting to take this course; these expressions of interest will be used to determine the final course roster; no first year students

Expected Class Size: 30

Distributions: (D1)

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

Attributes: ENGL Literary Histories C; EXPE Experiential Education Courses

Fall 2018
SEM Section: 01 M 7:00 pm - 9:40 pm Bernard J. Rhie

Spring 2019
SEM Section: 01 Cancelled

CSCI 11 (W) Hour of Code
Knowledge of computing fundamentals empowers people with a unique set of problem-solving skills. These skills are currently in high demand and are expected to remain so in the foreseeable future. Yet computer science isn't just a useful skill--it's also a limitless canvas for expressing one's own creativity. Computer science is interesting and fun! Hour of Code is a one-hour, hands-on workshop that introduces young students to computer science. Not surprisingly, mastery of computer science takes a bit longer than one hour. Therefore, the goal of Hour of Code is simply to demystify computer programming. A typical workshop blends self-paced activities with in-class tutorials. The best Hour of Code experience inspires participants to pursue further study in computer science on their own time. The first half of this winter study course exposes you to elementary programming, the nuts and bolts of pedagogy, and prepares you to run an Hour of Code workshop. The second half puts your training into practice: you will organize and run an Hour of Code workshop in a Berkshire-area middle school. No prior computer science knowledge is required. The only prerequisite is a love of technology and an enthusiasm for working with young learners.

Class Format: afternoons

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: 1/2 CS students; 1/2 non-CS students, with preference to first- or second-year students

Materials/Lab Fee: $35

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MTWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Daniel W. Barowy

CSCI 12 (W) Stained Glass Tiling: Quasicrystals and Geometric Solids, Building an Invisbility Cloak
In this course students learn geometric drawing, design, and the traditional craft skills needed to build a stained glass window. Each student will make a single panel of stained glass from a mosaic of transparent colored glass tiles. Students will learn how to cut glass; to paint and print on glass with kiln-fired enamels; to assemble, solder, patinate and frame a stained glass window. Instructional sessions on the use of tools and safe handling of materials are included where necessary. Exhibition of work on the last day of Winter Study is mandatory. All students must participate in setting up a group exhibition of work, and tidying the lab at the end of Winter Study. This course is time-consuming. More information may be found at https://coombscriddle.wordpress.com/2016/03/28/stained-glass-tiling-the-process/ Adjunct Instructor Bio: Debora Coombs' stained glass windows are exhibited and commissioned internationally. She is a Fellow of the British Society of Master Glass Painters with a Masters degree from London's Royal College of Art and 35 years of experience in the design, fabrication and teaching of stained glass. Contact: (802) 423-5640, debora@coombscriddle.com Photos: http://www.coombscriddle.com and http://coombscriddle.wordpress.com

Class Format: mornings, 15 hours per week. Students must be willing and able to put in an additional 5-10 hours per week outside of class

Requirements/Evaluation: creativity and effort demonstrated throughout; quality of finished panel and final presentation; teamwork whilst mounting exhibition; attendance; formal public exhibit
Prerequisites: no previous experience in art or geometry is necessary, however, ideal applicants will have an interest in art or mathematics, patience, good hand skills and want to spend at least 20-25 hours per week working on their project

Enrollment Limit: 10

Enrollment Preferences: preference to seniors and those who express an early or specific interest

Materials/Lab Fee: $260

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01   M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Debora Coombs

CSCI 16 (W) Introduction to Tech Entrepreneurship

This course provides an introduction to the fundamental aspects of building a technology startup. It's one thing to make software—and it's another to build a successful software company. You will learn how to develop product/market fit, how to build an MVP (minimum viable product), how to market products on a budget, organizing and running a team, shipping software, and the different types of corporate structures. You'll learn from a range of successful entrepreneurs and industry experts, through their writings as well as short guest appearances (via video calls) during classroom sessions. Students will create a demo and 5-minute pitch (pitch deck optional) by the end of the course. For the product demo, students can choose to produce either working code, a technical white paper, or design mockups/wireframes. Students will be graded on the quality of the product demo and pitch. Attendance and participation will also be taken into account for final grades. Students will have the opportunity to show off their final products, and their pitches, in an optional Demo Day. Adjunct Instructor Bio: Elissa Shevinsky '01 helped launch Geekcorps (acquired), Everyday Health (IPO), Daily Steals, Glimpse, and Brave ($35M ICO.) Shevinsky was featured on the cover of the New York Times Sunday Business, for her startup Glimpse. Shevinsky is Editor of the book "Lean Out: The Struggle for Gender Equality in Tech and Startup Culture."

Class Format: afternoons

Requirements/Evaluation: attendance and participation in class; final project

Prerequisites: CSCI 134 or CSCI 135 or permission from the instructor

Enrollment Limit: 22

Materials/Lab Fee: preference given to Computer Science students, and to students who demonstrate evidence of entrepreneurial initiative

Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01   RF 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Elissa B. Shevinsky

CSCI 28 (W) Solution Design: from Ideas to Implementation

Crosslistings: ECON28 / CSCI28

Secondary Crosslisting

Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers—and Williams students—like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan's questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students' choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can
improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product's goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts. 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
Prerequisites: none
Enrollment Limit: 10
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
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm    Allan  Wellenstein

DANC 10 (W)  Funk Styles/Hip-Hop Dance
This course will focus on the foundations of Hip-Hop as dance and as culture. The techniques of lockin', poppin', breakin', 90's and house dance as well as terminology and history. Technique class will include across the floor and center combinations allowing dancers to find their relationship to athleticism, dynamics and articulation of the body. We will also view and discuss media and literature that contextualizes Hip-Hop, deepens understanding of the form as dance and embodied history. Students will journal to reflect and record information. Technique class will meet three times a week followed by a required rehearsal of choreography that will be created. The expected contact hours will meet the required average of 20 weekly.

Class Format: afternoons; required practice times are 10am-11:50am (Technique and Context), 11:50am-1pm (Lunch Break), 1pm-3pm (Practice)
Requirements/Evaluation: final performance
Prerequisites: some experience in any type of dance form or athletics and an interest in the history of Hip-Hop
Enrollment Limit: 20
Enrollment Preferences: instructor will contact waitlisted people via email to determine
Materials/Lab Fee: $25 plus cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TRF 10:00 am - 11:50 am TRF 1:00 pm - 3:00 pm PORG 10:00 am - 11:50 am Shakia F. Johnson

ECON 12 (W) Public Speaking
This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use extemporaneous and prepared class presentations as a means of learning this skill, but we will also study great American speeches, presidential debates, and other examples for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own public speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course.

Class Format: mornings
Requirements/Evaluation: evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference will be based on written statement of interest
Materials/Lab Fee: none
Distributions: (D2)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am   Lara D. Shore-Sheppard

ECON 13 (W)  Essential Tools for Startups to Change Good Ideas to Successful Businesses and Organizations
This course provides a road map for turning business ideas into successful businesses. Students generate business ideas and then work in teams to develop a business model to take the ideas to startup and beyond. The course also provides basic training in design thinking, business financials, and business analysis. The course uses the Lean Launchpad methodology used at major business schools throughout the world and endorsed by the National Institutes for Health and the National Science Foundation for commercializing research projects. The course is appropriate for students in any field of study who want to know how to build a startup that succeeds. The class will meet for two and a half hours three days a week for short lectures, discussions, group work, and presentations. Outside of class, students will be required to watch online lectures and videos, read handouts, and to work in teams to develop and research their business models. Teams will be required to develop a team plan, to interview customers, to analyze the results, to revise their plans, to meet with the instructor, and to develop presentations of their work. Each team will make weekly presentations along with a final presentation of their work. They will also develop a team video of the lessons the team learned during the course. Students will also be required to provide a 2-3 page final paper of their experiences in the course. Adjunct Instructor Bio: Steve Fogel has thirty years of experience working with startups. He has helped over 1,000 people start businesses and works with hundreds of entrepreneurs each year. He has used the Lean Launchpad methodology for the past six years and received training at Stanford University.
Class Format: mornings
Requirements/Evaluation: 2- to 3-page paper; weekly group presentations of the results of investigations done outside of class
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: seniors first
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MTR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Steven P. Fogel

ECON 18 (W)  Games!
Crosslistings: ENVI18 / ECON18
Primary Crosslisting
We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own--negotiation games, economic games, mathematical games, or board games--and presenting them and playing them with the group.
Class Format: Tuesday, Wednesday & Thursday 1-4pm
Requirements/Evaluation: final project; game journal
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: expressed interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Sarah A. Jacobson, Pia M. Kohler

ECON 22 (W) Volunteer Income Tax Assistance
Crosslistings: ECON22 / POEC22

Primary Crosslisting
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
Materials/Lab Fee: $15
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M-F 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm William M. Gentry, Paula M. Consolini

ECON 23 (W) Investing
This class is designed to provide students with an overview of endowment and investment management and is taught by members of the Williams College Investment Office. The Investment Office is responsible for overseeing Williams’ $2.7 billion endowment. Through presentations, discussion, readings, and project work, Winter Study 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. Students will learn about portfolio theory as well as specific asset classes such as global equities, hedge funds, venture capital, buyouts, real estate, and fixed income. 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.
Adjunct Instructor Bio: Abigail Wattley ’05, Managing Director--Abigail rejoined Williams College in September 2010 after business school. From 2007 to 2008 Abigail worked in the Williams Investment Office in the role of Investment Analyst. Prior to working for Williams, Abigail was a Senior Consulting Associate at Cambridge Associates. Abigail received a B.A. in Economics from Williams College in 2005 and a Masters of Business Administration from Harvard Business School in 2010.

Class Format: mornings
Requirements/Evaluation: final project
Prerequisites: none
Enrollment Limit: 8
Enrollment Preferences: if overenrolled, students will be selected via phone interviews

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

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

ECON 24 (W) Economics, Geography and Appreciation of Wine

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, discussions, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal, but will also cover some New World wine regions including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia among others. Students are invited to email the instructor with a brief description of background and interests, but are not required to do so.

Class Format: Tuesday and Thursday evenings

Requirements/Evaluation: in addition to the final project presentation, a blind tasting exam

Prerequisites: none, but students must be 21 years old on or before the first day of class

Enrollment Limit: 10

Enrollment Preferences: mix of academic record and diversity of backgrounds and interests

Materials/Lab Fee: $300

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TR 7:00 pm - 10:00 pm PORG 7:00 pm - 10:00 pm    Peter L. Pedroni

ECON 27 (W) Quilting Inspired by Gee's Bend

Quilting as an art form is present in many communities, but residents of Gee's Bend, Alabama are recognized for their very distinctive quilting style. In this hands-on class students will learn the basics of quilt-making, inspired by the designs and techniques used in Gee's Bend. Students will also learn about the history of this group of African American quilt-makers and the economic forces that influenced their work. The course will involve field trips to a local quilt store and museum, instruction in techniques such as improvisational piecing, and creation of an original art quilt. The course will culminate with a public exhibition of students' quilts. No previous sewing experience required. Adjunct Co-Instructor Bio: Chris LaLumia is a life-long quilter and retired teacher. She taught one of her daughters to be an award-winning art quilter. Her other daughter is an economics professor at Williams College.

Class Format: mornings

Requirements/Evaluation: final formal public exhibit

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: statement of interest

Materials/Lab Fee: $355

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm    Sara LaLumia, Christian LaLumia

ECON 28 (W) Solution Design: from Ideas to Implementation

Crosslistings: ECON28 / CSCI28

Primary Crosslisting
Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers--and Williams students--like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan’s questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students’ choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product's goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts. 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
Prerequisites: none
Enrollment Limit: 10
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
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Allan Wellenstein

ENGL 11 (W) The Brontes and the Visual Art Journal
Academic courses from all disciplines at Williams often require the use of a journal to help students focus on their work. This course will push that concept to its limit as we explore some of the classic writings of Charlotte, Emily and Anne Bronte. Our goal will be to find real and tangible ways that visual art journaling can enhance our learning of literature. We will create and record visual insights as we read, and we will explore how this practice can help us conceive what we are reading. In addition to reading the entirety of Charlotte Bronte's Jane Eyre we will read Emily Bronte's Wuthering Heights as well as selections from Anne Bronte's The Tenant of Wildfell Hall. There will also be readings from various authors and artists on the subject of journaling as a tool for learning. Adjunct Instructor Bio: Patricia Malanga received her BA in English Literature from the University of Massachusetts in 1990. While working as the Academic Assistant in the English Department here at Williams for the last 20 years, she has explored her love of literature and her love of the visual arts. This course will be the culmination of those interests.

Class Format: afternoons
Requirements/Evaluation: at least 10 pages of free style journal writing, a finished visual journal and participation in class discussion, projects and assignments
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference to English and Art majors
Materials/Lab Fee: $30 plus cost of books
Attributes: EXPE Experiential Education Courses
ENGL 113 (F)  The Feminist Poetry Movement  (DPE)  (WI)
Crosslistings: ENGL113 / WGSS113 / AMST113

Primary Crosslisting

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

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D1) (DPE) (WI)

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

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. 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 2018

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

ENGL 12 (W)  The Art of Telling a Good Story

How do you offer an audience, out loud, a compelling and memorable story? This course will aim to develop both a sense of the structure behind a good story and the improvisational skills that bring a told story to life. In class we'll tell stories. We'll explore basic approaches to shaping stories (and elaborations on these approaches), as well as what makes a story a "story" instead of something else, using the models of folktales and narrative nonfiction. We'll engage in improvisational exercises, and explore the expressive capacities of voice, body, tempo and silence, considering how the improvisation of told tales might intersect with or resemble improvisational performance in other arts. We'll also discuss issues facing tellers of traditional tales, personal stories, and other story types. When do you or do you not have the right to tell a particular story? How do you claim "authority" to tell a story? What are the implications of choosing the stories we do tell? What stories need to be told that are not? What stories need amendment? What does storytelling mean for other academic or social realms? Outside class, students will analyze and critique videos of other storytellers with the goal of enhancing their own storytelling strategies. Students will prepare for presentation in class three different kinds of stories and will offer stories to two different public audiences, one on campus and another in a local school. Students will also be asked to write a brief
reflective essay. The class will meet for two hours a day, Monday through Thursday. Adjunct Instructor Bio: Kelly Terwilliger has been telling stories professionally for 17 years in schools, libraries, festivals, parks, museums, community centers, and pubs.

**Class Format:** mornings

**Requirements/Evaluation:** 2- to 3-page paper; performances, one of which will be offered to the wider public

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** statement of student interest

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Kelly Terwilliger

**ENGL 14 (W) Humor Writing and Analysis**

In this class we'll hijack the tools of fiction writers, dishonor the genre of memoir, perpetuate the problem of fake news and push the bounds of taste in memes. You'll write something for every class, and most of your writing will be discussed in a workshop format. You'll also submit written reflections on the required text, *Just the Funny Parts* by Nell Scovell and make an oral presentation analyzing a specific work that you consider an example of comic excellence. We'll discuss what kind of relationship thinking people should have with sexist, ethnic and religious humor. And we'll talk quite a bit about postmodernism. Hey, it's an English class. Adjunct Instructor Bio: Eric Randall is a journalist whose work has been published in USA Today, Time, Newsweek and The Washington Post, as well as some reputable publications. He has no particular qualifications for teaching this class but is a firm believer in doing what you can get away with.

**Class Format:** MR 1:30-4:30pm

**Requirements/Evaluation:** 2- to 3-page paper; class participation; one group project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** random selection by registrar with roughly equal distribution of class years

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

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MR 1:00 pm - 4:30 pm PORG 1:00 pm - 4:30 pm Eric D. Randall

**ENGL 17 (W) How to Write Auto-Fiction**

Crosslistings: REL17 / ENGL17

Secondary Crosslisting

You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres-namely, "Fiction" and "Non-Fiction"-had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20 pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshopped by your peers, revised, and resubmitted. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts. Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

**Class Format:** afternoons
**ENGL 19 (W) Screenwriting Challenge: The Tale of an Underappreciated Musical Genius**

Crosslistings: ENGL19 / MATH19

Secondary Crosslisting

The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and a brief description of what drew you to the course is required.

Class Format: afternoons

**ENGL 20 (W) Winter Naturalist's Journal**

Crosslistings: ENVI20 / ENGL20

Secondary Crosslisting

This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.

Class Format: mornings

**Requirements/Evaluation:**

- Draft screenplay

**Prerequisites:**

- None

**Enrollment Limit:**

- 3

**Enrollment Preferences:**

- Writing sample and brief application

**Materials/Lab Fee:**

- $55

**Attributes:**

- EXPE Experiential Education Courses
**ENGL 237 (S)  Making Things Visible: Adventures in Documentary Work**

Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Secondary Crosslisting

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

**Class Format:** seminar

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

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 12

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

**Distributions:** (D1)

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

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

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**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. Christopher graduated from the University of Pennsylvania and the Columbia University Graduate School of
In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. 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 20-30 minutes each week practicing and reflecting upon those practices during class hours. 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.
ENVI 100 (S) Introduction to Weather and Climate

Crosslistings: GEOS100 / ENVI100

Secondary Crosslisting

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

Class Format: lecture

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

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Spring 2019

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

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

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

ENVI 102 (S) Introduction to Environmental Science

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

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

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

Prerequisites: none; no seniors without permission of the instructors

Enrollment Limit: 32

Enrollment Preferences: first-year students

Expected Class Size: 32

Department Notes: required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: ENVI Core Courses; EXPE Experiential Education Courses

Spring 2019

LAB Section: 03    W 1:00 pm - 4:00 pm     Anthony J. Carrasquillo

LAB Section: 02    T 1:00 pm - 4:00 pm     Mea S. Cook

LEC Section: 01    TR 8:30 am - 9:45 am     Mea S. Cook, Anthony J. Carrasquillo
ENVI 103 (F)  Global Warming and Environmental Change
Crosslistings: ENVI103 / GEOS103

Secondary Crosslisting

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends 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: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/occasional field trips

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

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Distributions: (D3)

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

Fall 2018

LAB Section: 02  M 1:00 pm - 3:00 pm  José A. Constantine
LAB Section: 03  W 1:00 pm - 3:00 pm  José A. Constantine
LEC Section: 01  MWF 11:00 am - 11:50 am  José A. Constantine

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

Secondary Crosslisting

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

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

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

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Not offered current academic year

ENVI 105 (F)  The Co-Evolution of Earth and Life
Crosslistings: GEOS101 / ENVI105

Secondary Crosslisting

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis?

Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.

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

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: underclassmen

Expected Class Size: 30

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Fall 2018

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

ENVI 15 (W) From Basalt to Balsam to Beavers: The Natural History of New England

In this course we will explore, far and wide, the New England Landscape and try to make some sense of the amazing physiographic and biological diversity that it offers in a relatively small area. From the spruce clad Berkshires to the broad Connecticut River Valley to the glacially forged coastal plain, we will delve into various landscapes and decipher the primary forces and features that make them distinct— their bedrock and climate, glacial history, flora and fauna. We’ll learn the predominant trees and shrubs and search for patterns to their occupation of the landscape. We will observe the behavior and evidence of winter-hardy wildlife—including chickadees, waterfowl, rabbits, weasels, beavers and coyotes. How do they manage to cope in their often rigorous and fickle environments and how might they be affected by climate change and other human influences? Through field trips, museum visits, individual investigations, readings, discussions and guest presentations, you’ll become a little more aware and appreciative of the natural heritage of the region that you have made your recent home. Students should be prepared to spend significant time outdoors, sometimes hiking several miles, in winter conditions; some trips will require students to be away from campus beyond normal class hours. Adjunct Instructor Bio: Drew Jones is Manager of Hopkins Memorial Forest where he oversees the management of the facilities, coordinates research and teaching activities and outreach programs for the public and local schools. He also operates an owl banding station in the fall and intermittently engages in other field research. In the past, he has worked as a wildlife biologist and educator from the Southern Appalachians to the North Woods.

Class Format: mornings; several class sessions off campus will likely last the entire day

Requirements/Evaluation: 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who demonstrate a special enthusiasm for this subject will be favored; all else being equal, seniors will receive special consideration

Materials/Lab Fee: $260 plus cost of books
ENVI 18 (W) Games!
Crosslistings: ENVI18 / ECON18

Secondary Crosslisting
We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own--negotiation games, economic games, mathematical games, or board games--and presenting them and playing them with the group.

Class Format: Tuesday, Wednesday & Thursday 1-4pm
Requirements/Evaluation: final project; game journal
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: expressed interest
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

ENVI 19 (W) Methods in Environmental Chemistry
Crosslistings: CHEM19 / ENVI19

Secondary Crosslisting
This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies may include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particular matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.
Requirements/Evaluation: evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments
Prerequisites: CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102
Enrollment Limit: 10
Enrollment Preferences: preference will be given to CHEM and/or ENVI majors/concentrators
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses
**ENVI 20 (W) Winter Naturalist's Journal**

**Crosslistings:** ENVI20 / ENGL20

**Primary Crosslisting**

This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.

**Class Format:** mornings

**Requirements/Evaluation:** daily journal and 2- to 3-page papers

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** random selection

**Materials/Lab Fee:** $80 plus cost of books

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses

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**ENVI 205 (F) Geomorphology**

**Crosslistings:** GEOS201 / ENVI205

**Secondary Crosslisting**

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

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

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

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

**Enrollment Limit:** 18

**Expected Class Size:** 15

**Distributions:** (D3)

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

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**Fall 2018**

LEC Section: 01  TR 11:20 am - 12:35 pm  José A. Constantine

LAB Section: 02  R 1:00 pm - 4:00 pm  José A. Constantine
ENVI 214 (S) Mastering GIS
Crosslistings: GEOS214 / ENVI214

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

Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS
Enrollment Limit: 20
Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators
Expected Class Size: 20
Distributions: (D3)
Attributes: ENVI Natural World Electives; EVST Methods Courses; EXPE Experiential Education Courses

Spring 2019
LEC Section: 01  MW 11:00 am - 12:15 pm  José A. Constantine
LAB Section: 02  M 1:00 pm - 4:00 pm  José A. Constantine
LAB Section: 03  W 1:00 pm - 4:00 pm  José A. Constantine

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

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

Class Format: lecture, three hours per week; one three-hour lab per week
Requirements/Evaluation: evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data
Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor
Enrollment Limit: 14
Enrollment Preferences: Geosciences majors
Expected Class Size: 14
Distributions: (D3)
Fall 2018

LAB Section: 02    W 1:00 pm - 4:00 pm     Mea S. Cook
LEC Section: 01    MWF 9:00 am - 9:50 am     Mea S. Cook

ENVI 220 (S)  Field Botany and Plant Natural History
Crosslistings: BIOL220 / ENVI220

Secondary Crosslisting
This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. The "lectures," that are assigned as "homework" in this "flipped" course, focus on the evolution of the land plants, the most recent developments in plant systematics, characteristics of plant families, and cultural -economic uses of plants, especially native species. The in-class session will be organized as workshops with short quizzes and hands-on explorations of plant materials. The labs cover field identification, natural history, and ecology of local species.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on quizzes, exams, field quizzes, field notebook and a class project.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Extra Info 2: "flipped" lectures and homework
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: seniors, Biology majors, and Environmental Studies majors & concentrators
Expected Class Size: 25
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses; MAST Interdepartmental Electives; SCST Related Courses

Spring 2019

LEC Section: 01    MWF 9:00 am - 9:50 am     Henry W. Art
LAB Section: 03    W 1:00 pm - 4:00 pm     Henry W. Art
LAB Section: 02    T 1:00 pm - 4:00 pm     Henry W. Art

ENVI 221 (F)  Introduction to Urban Studies: Shaping and Living the City
Crosslistings: LATS220 / AMST221 / ENVI221

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

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)
ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics

Crosslistings: GEOS221 / ENVI222

Secondary Crosslisting

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

Class Format: tutorial

Requirements/Evaluation: weekly papers and a final oral presentation

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

Distributions: (D2)

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

Not offered current academic year
home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black
religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black
religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as
a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?;
(2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to
broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west
cost and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small
mainstream denominational church in Tallahasee Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton,
Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local
historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will
contextualize the trip.

Class Format: travel
Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation
Prerequisites: none; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in
ethnographic methods; application essays and interviews
Materials/Lab Fee: cost to student: $3362
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01    TBA    Rhon S. Manigault-Bryant, James A. Manigault-Bryant

ENVI 25 (W) Sustainable Agriculture in California
Crosslistings: BIOL25 / ENVI25
Primary Crosslisting
This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and
vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of
farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of
January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be
taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited
to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8
students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We
concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for
pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The
learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the
realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor,
thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned
texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition.
The final product will be a collaborative journal written by the class.

Class Format: travel
Requirements/Evaluation: 10-page paper; synthetic journal of field experiences to be produced by the group
Prerequisites: none, but see preferences for over-enrollment; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable
Agriculture and/or other food and agriculture courses; then by essay
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course
ENVI 250 (S) Environmental Justice (DPE)
Crosslistings: ENVI250 / SCST250

Primary Crosslisting

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

Class Format: seminar
Requirements/Evaluation: several short essays, final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE)

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

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

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

ENVI 255 (F) Environmental Observation
Crosslistings: GEOS255 / ENVI255

Secondary Crosslisting

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

Class Format: lecture
Requirements/Evaluation: Labs, one midterm exam, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 10
Enrollment Preferences: sophomores
Expected Class Size: 10
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Fall 2018
LAB Section: 02    T 1:00 pm - 4:00 pm     Alice C. Bradley
LEC Section: 01    MWF 10:00 am - 10:50 am     Alice C. Bradley

ENVI 259 (S) New England Environmental History  (WI)
Crosslistings: AMST259 / ENVI259 / HIST259
Primary Crosslisting
Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Class Format: seminar
Requirements/Evaluation: several short essays, final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 15
Distributions: (D2) (WI)
Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada;

Spring 2019
SEM Section: 01    TR 9:55 am - 11:10 am     Laura J. Martin

ENVI 26 (W) Material Culture and Craft of 19th Century Coastal New England
Crosslistings: ENVI26 / MAST25
Secondary Crosslisting
The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvassworks, and boatbuilding.

Class Format: Williams-Mystic
Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: by application
ENVI 312 (F) Communities and Ecosystems (QFR)
Crosslistings: BIOL302 / ENVI312
Secondary Crosslisting
An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments but will also include some laboratory microcosm experiments. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: lecture/laboratory, six hours a week
Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper
Prerequisites: BIOL/ENVI 203 or 220
Enrollment Limit: 28
Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators
Expected Class Size: 24
Department Notes: satisfies the distribution requirement in the Biology major
Distributions: (D3) (QFR)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses;
Not offered current academic year

ENVI 324 (S) Corals and Sea Level
Crosslistings: GEOS324 / MAST324 / ENVI324
Secondary Crosslisting
In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Class Format: lecture/laboratory
Requirements/Evaluation: short papers, labs, participation in discussion, and a research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip
Expected Class Size: 10
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019
LEC Section: 01    TR 11:20 am - 12:35 pm    Mea S. Cook
LAB Section: 02    R 1:00 pm - 4:00 pm    Mea S. Cook

ENVI 351 (F) Marine Policy
Crosslistings: ENVI351 / PSCI319 / MAST351
Secondary Crosslisting
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore
Requirements/Evaluation: an independent research paper, a presentation, and a final exam
Extra Info: offered only at Mystic Seaport
Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration
Distributions: (D2)
Attributes: ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

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

ENVI 411 (F) Environmental planning workshop: community-based environmental problem solving
Crosslistings: ENVI411 / AMST302
Primary Crosslisting
This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and team work. The class culminates in a public presentation of each team's planning study.

Class Format: seminar discussion/group workshop/project lab
Requirements/Evaluation: short written exercises, class discussion, class presentations, final group report
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only
Enrollment Limit: 16
Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Department Notes: required course for Environmental Studies major and concentration

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

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

Fall 2018

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

GEOS 100 (S) Introduction to Weather and Climate

Crosslistings: GEOS100 / ENVI100

Primary Crosslisting

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

Class Format: lecture

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

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Spring 2019

LEC Section: 01    MWF 11:00 am - 11:50 am     Alice C. Bradley
LAB Section: 03    T 1:00 pm - 3:00 pm     Alice C. Bradley
LAB Section: 02    M 1:00 pm - 3:00 pm     Alice C. Bradley

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

Crosslistings: GEOS101 / ENVI105

Primary Crosslisting

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** underclassmen

**Expected Class Size:** 30

**Distributions:** (D3)

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

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GEOS 102 (S) An Unfinished Planet

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 40

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

**Expected Class Size:** 40

**Distributions:** (D3)

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

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Spring 2019

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

GEOS 103 (F) Global Warming and Environmental Change

Crosslistings: ENVI103 / GEOS103

**Primary Crosslisting**

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

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

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

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Distributions: (D3)

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

Fall 2018

LEC Section: 01  MWF 11:00 am - 11:50 am  José A. Constantine
LAB Section: 03  W 1:00 pm - 3:00 pm  José A. Constantine
LAB Section: 02  M 1:00 pm - 3:00 pm  José A. Constantine

GEOS 104 (S) Oceanography

Crosslistings: MAST104 / ENVI104 / GEOS104

Primary Crosslisting

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

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

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

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Distributions: (D3)

Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Not offered current academic year

GEOS 11 (W) River Restoration in Practice

River restoration is a growing billion-dollar international industry. Since the environmental movement began in the 1960s and 1970s, renewed interest in the beauty and benefits of healthy streams has resulted in increased research, funding, and applied restoration of rivers, streams, wetlands, and riparian corridors. The restoration of rivers and streams comes in many different forms including dam removal and in-channel habitat restoration. In this course, we'll learn about the history of restoration and the basics of fluvial geomorphology and hydrology. We will gain applied knowledge and experience with the practice of restoration through a combination of lectures, classroom exercises, conversations with restoration advocates and practitioners, field trips and field data collection. A final practicum will involve the design of a restoration project. The course will generally be structured
around three sections: Science: Week 1 will primarily involve lectures and classroom exercises and discussion of the literature, learning about the history and evolution of river restoration as well as the basics of the science that drives restoration. Data Collection and Analysis: Week 2 will focus on data collection and analysis typically required for river restoration projects. This will include topographic surveying, geomorphic and habitat mapping, pebble counts, stream discharge measurements, GIS mapping, and hydraulic modeling. Intensive Practicum: Small groups of students will be given a real restoration project example to research, analyze, and design. This practicum will include data collection, GIS analysis, flow modeling, and design plan sheets describing the restoration plan. The class will meet on average 8 hours per week and will include up to 3 day-long field trips. Students should expect to be outside for portions of the day collecting field data in/near rivers in winter conditions. Adjunct Instructor Bio: Nick Nelson is a fluvial geomorphologist and regional director for Inter-Fluve, a river and wetland restoration company. He has assessed hundreds of miles of river and designed/managed the removal of more than a dozen dams in New England. He has lectured at the University of MN, Tufts University, University of TN, and currently teaches courses at Northeastern University and the Harvard Graduate School of Design.

Class Format: afternoons
Requirements/Evaluation: students will be evaluated based on their final group design submittal
Prerequisites: none, though some background in GIS and a scientific field (geology, biology, ecology, etc.) will be useful
Enrollment Limit: 15
Enrollment Preferences: background in scientific fields of study
Materials/Lab Fee: $16
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 Cancelled

GEOS 201 (F) Geomorphology
Crosslistings: GEOS201 / ENVI205
Primary Crosslisting

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

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains
Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation
Prerequisites: any 100-level GEOS course or permission of instructor
Enrollment Limit: 18
Expected Class Size: 15
Distributions: (D3)
Attributes: AMST Space and Place Electives; ENVI Natural World Electives; EVST Environmental Science; EXPE Experiential Education Courses

Fall 2018
LAB Section: 02 R 1:00 pm - 4:00 pm José A. Constantine
LEC Section: 01 TR 11:20 am - 12:35 pm José A. Constantine

GEOS 202 (S) Mineralogy
This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography
through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

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

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

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

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

**Enrollment Limit:** 14

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

**Expected Class Size:** 12

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses; MTSC Courses

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**GEOS 210 (F) Oceanographic Processes**

**Crosslistings:** GEOS210 / MAST211

**Secondary Crosslisting**

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

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

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

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

**Distributions:** (D3)

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

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**GEOS 212 (S) Paleobiology**

**Crosslistings:** BIOL211 / GEOS212

**Primary Crosslisting**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of
extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' superb fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.

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

Requirements/Evaluation: evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam

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

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

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

Distributions: (D3)

Attributes: EXPE Experiential Education Courses; MAST Interdepartmental Electives

Spring 2019

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 (S) Mastering GIS

Crosslistings: GEOS214 / ENVI214

Primary Crosslisting

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

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

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

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

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

Enrollment Limit: 20

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

Expected Class Size: 20

Distributions: (D3)

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

Spring 2019

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

GEOS 215 (F) Climate Changes

Crosslistings: GEOS215 / ENVI215

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

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

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

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

**Enrollment Limit:** 14

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 14

**Distributions:** (D3)

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

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**Fall 2018**

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

LAB Section: 02  W 1:00 pm - 4:00 pm  Mea S. Cook

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

Crosslistings: GEOS221 / ENVI222

**Primary Crosslisting**

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

**Class Format:** tutorial

**Requirements/Evaluation:** weekly papers and a final oral presentation

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

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10
GEOS 255 (F)  Environmental Observation
Crosslistings: GEOS255 / ENVI255

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

Class Format: lecture
Requirements/Evaluation: Labs, one midterm exam, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one prior course in GEOS or ENVI
Enrollment Limit: 10
Enrollment Preferences: sophomores
Expected Class Size: 10
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

GEOS 302 (S)  Sedimentology  (WI)

Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half-day and one all-day field trip
Requirements/Evaluation: evaluation based on lab work, writing assignments, participation in discussions, and a final paper
Extra Info: writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions
Extra Info 2: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any 100-level GEOS course AND GEOS 202 (which may be taken concurrently, with permission of instructor)
Enrollment Limit: 12
Expected Class Size: 12
Distributions: (D3) (WI)
GEOS 324 (S)  Corals and Sea Level
Crosslistings: GEOS324 / MAST324 / ENVI324

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

Class Format: lecture/laboratory
Requirements/Evaluation: short papers, labs, participation in discussion, and a research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip
Expected Class Size: 10
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019
LAB Section: 02    R 1:00 pm - 4:00 pm     Mea S. Cook
LEC Section: 01    TR 11:20 am - 12:35 pm     Mea S. Cook

GEOS 401 (F)  Global Tectonics and the Rise of Mountains
Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, local field trips will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. Digital elevation models integrated with geologic maps and cross-sections will be used to construct 3D models. We will also explore ways in which tectonics, climate, and erosion affect each other during the evolution of mountain ranges. Class meetings will include lectures and discussions of assigned reading. Labs will include field trips and computer-based projects.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; five field trips including one all-day trip
Requirements/Evaluation: participation during class and field trip discussions; five lab reports based on field trips, and 3 four page papers based on journal articles
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 301 or 303 or permission of instructor
Enrollment Preferences: senior Geosciences majors
Distributions: (D3)
Attributes: EXPE Experiential Education Courses

Not offered current academic year
GEOS 411 (F) Geobiology

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

Class Format: seminar; two lecture/seminars a week plus a lab

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

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

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

Enrollment Limit: 15

Enrollment Preferences: Senior Geoscience majors

Expected Class Size: 10

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Fall 2018

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

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

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

Crosslistings: AMST11 / HIST10

Primary Crosslisting

This class gives students a chance to learn about resources and assets of Massachusetts's smallest city, North Adams. Readings, tours, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (assorted articles) and to attend all class meetings. Final assessment will be based on students' engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, students will complete a final research project (written or multimedia) that they present to the class and two reflection papers. Most class sessions will take place off campus; students must be available to travel off campus and attend occasional sessions that occur outside of the regular class hours. Adjunct Instructor Bio: Anne Valk is Associate Director for Public Humanities at Williams, with affiliations in the Center for Learning in Action; the Office of Institutional Diversity; and the department of history.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students preferred

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled
HIST 259 (S)  New England Environmental History  (WI)
Crosslistings: AMST259 / ENVI259 / HIST259

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

Class Format: seminar
Requirements/Evaluation: several short essays, final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 15
Distributions: (D2) (WI)  
Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada;

Spring 2019
SEM Section: 01   TR 9:55 am - 11:10 am   Laura J. Martin

HIST 352 (F)  Americans and the Maritime Environment  (WI)
Crosslistings: HIST352 / MAST352

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

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project
Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style
Extra Info: offered only at Mystic Seaport
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Distributions: (D2) (WI)  
Attributes: AMST Space and Place Electives; ENVI Humanities, Arts + Social Science Electives; EXPE Experiential Education Courses; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern;

Fall 2018
LEC Section: 01   TBA   Alicia C. Maggard

Spring 2019
LEC Section: 01   TBA   Alicia C. Maggard

INTR 19 (W)  21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19
Secondary Crosslisting

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums—from art museums to scientific, historical, and specialty collections—and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit
Prerequisites: keen interest in museums and culture
Enrollment Limit: 12
Enrollment Preferences: random selection
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Lisa B. Dorin

JAPN 25 (W) Kyoto Artisans: Exploring 1200 Years of Cultural History of Kyoto through Modern Craftsmanship

Kyoto, the former imperial capital of Japan has 1200 years of history. It is called Japan's cultural treasure house. The purpose of this travel course is to explore the cultural history of Kyoto and how traditional craftsmanship is perpetuated and transformed in a modern era as the city of Kyoto developed. Students will visit Kyoto artisans at their studio and through a discourse with thriving artists, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course is conducted on campus. Students will intensively study the cultural history of Kyoto with readings, films and discussion. Also in pairs, they will conduct research on one selected area of Kyoto craftsmanship to acquire in-depth knowledge. Each pair will be responsible to educate the entire group for the onsite visit in Kyoto. Then, for the second and third week, the class will travel to Kyoto. We will first visit historic sites to learn the context of how craftsmanship developed from courtly culture in the Heian period, samurai tradition in the Kamakura and Muromachi periods, religious ceremonies and Noh Theater and tea ceremonies. After and during these excursions, we will visit four artisan studios. They are a sacred mirror maker who could be the last of his kind, a textile weaver, a Noh mask maker, a sculptor of Buddhist statues. Some of these artisans are perpetuating hundreds of years of family tradition. Some started out as an apprentice and established his/her own studio. Students will also have hands on experiences at some studios. Students are expected to participate in all the scheduled activities, post a daily journal on the course website and share daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern craftsmanship to the local community and the Kyoto artisans at a public forum.

Class Format: travel
Requirements/Evaluation: final project; post daily blog to the course website and a public PowerPoint presentation in Kyoto
Prerequisites: at least one course in ASST or JAPN; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: personal statement
Materials/Lab Fee: $3,635
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Kasumi Yamamoto

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

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

Class Format: lecture/discussion

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

Distributions: (D2)

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

Not offered current academic year

LATS 241 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

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

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

Distributions: (D2)

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

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

Not offered current academic year
LATS 252 (S) Puerto Rico and its Diaspora

Crosslistings: AMST252 / LATS252

Primary Crosslisting

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

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

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

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

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 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

Distributions: (D2)

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

Spring 2019

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

LEAD 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.

Class Format: the course runs nine consecutive days straight from 9AM-5PM, with a possible one nighttime rescue exercise

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

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

Materials/Lab Fee: $465

Attributes: EXPE Experiential Education Courses
LEAD 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Secondary Crosslisting
The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit
Prerequisites: keen interest in museums and culture
Enrollment Limit: 12
Enrollment Preferences: random selection
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

LEAD 309 (F) Problems and Progress in American Democracy
Crosslistings: LEAD309 / PSCI309

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

Class Format: discussion
Requirements/Evaluation: two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation
**Extra Info:** may not be taken on a pass/fail basis

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

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D2)

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

Not offered current academic year

**MAST 104 (S) Oceanography**

**Crosslistings:** MAST104 / ENVI104 / GEOS104

**Secondary Crosslisting**

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

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 48

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

**Expected Class Size:** 48

**Distributions:** (D3)

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

Not offered current academic year

**MAST 211 (F) Oceanographic Processes**

**Crosslistings:** GEOS210 / MAST211

**Primary Crosslisting**

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

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

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

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

**Distributions:** (D3)

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

Fall 2018

LEC Section: 01  TBA  Lisa A. Gilbert

Spring 2019

LEC Section: 01  TBA  Lisa A. Gilbert
MAST 25 (W) Material Culture and Craft of 19th Century Coastal New England
Crosslistings: ENVI26 / MAST25

Primary Crosslisting
The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvaworks, and boatbuilding.

Class Format: Williams-Mystic
Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: by application
Materials/Lab Fee: $1,500
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 Cancelled

MAST 311 (F) Marine Ecology
Crosslistings: BIOL231 / MAST311

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

Class Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Distributions: (D3)
Attributes: ENVI Natural World Electives; EVST Living Systems Courses; EXPE Experiential Education Courses

Fall 2018
LEC Section: 01 TBA Tim J. Pusack
Spring 2019
LEC Section: 01 TBA Tim J. Pusack

MAST 324 (S) Corals and Sea Level
Crosslistings: GEOS324 / MAST324 / ENVI324

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

Class Format: lecture/laboratory
Requirements/Evaluation: short papers, labs, participation in discussion, and a research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip
Expected Class Size: 10
Distributions: (D3)
Attributes: ENVI Natural World Electives; EXPE Experiential Education Courses

Spring 2019
LAB Section: 02 R 1:00 pm - 4:00 pm Mea S. Cook
LEC Section: 01 TR 11:20 am - 12:35 pm Mea S. Cook

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

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

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore
Requirements/Evaluation: an independent research paper, a presentation, and a final exam
Extra Info: offered only at Mystic Seaport
Department Notes: satisfies the Environmental Policy requirement for the Environmental studies concentration
Distributions: (D2)
Attributes: ENVI Environmental Policy; EXPE Experiential Education Courses; POEC International Political Economy Courses

Fall 2018
LEC Section: 01 TBA Catherine Robinson Hall

Spring 2019
LEC Section: 01 TBA Catherine Robinson Hall

MAST 352 (F) Americans and the Maritime Environment (WI)
Crosslistings: HIST352 / MAST352

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

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

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

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

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

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

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

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**MATH 12 (W) The Mathematics of Lego Bricks**

This course is a modification of five 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.

**Class Format:** afternoons

**Requirements/Evaluation:** 2- to 3-page paper; final project

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** discretion of the instructor

**Materials/Lab Fee:** $40

**Attributes:** EXPE Experiential Education Courses

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

SET is a popular game where players try to find certain collections of three cards, which share or fail to share properties like color, shape, and number. This seemingly simple game gives rise to an incredibly variety of mathematical ideas. These range from counting and probability, to the behavior of lines in strange models of geometry. Throughout this class we'll study these mathematical ideas, as well as those coming from other mathematically interesting games (and we'll of course play lots of SET and other games!). Previous experience with SET or with mathematics is not required! We will be meeting for 6 hours per week in class. Outside-of-class work will include readings (from the book "The Joy of SET" and short mathematical readings relevant to other board games), learning and practicing other mathematically relevant board games, working on small problem sets, and as a final project designing a new game based on mathematical ideas. These final projects will be showcased in a board game night at the end of Winter Study.

**Class Format:** afternoons

**Requirements/Evaluation:** final project; small problem sets

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** preference given to students with less mathematical background
**MATH 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy**

Crosslistings: MATH15 / SPEC15

Primary Crosslisting

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class.

Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

**Class Format:** mornings

**Requirements/Evaluation:** 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course

**Extra Info:** the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs

**Materials/Lab Fee:** $20 plus cost of books

**Attributes:** EXPE Experiential Education Courses

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**MATH 17 (W) Modern Dance - Muller Technique**

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom the instructor danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of José Limon before she started her own company in 1974. She has added her own style of movement to the Limon technique, creating an expansive, free flowing dance that is wonderful to do and to watch. The class will be multi leveled and open to both men and women alike. Students will have the opportunity to choreograph a short piece either as a soloist or in small groups.

Adjunct Instructor Bio: Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with several dance companies including Jennifer Muller and the Works, a modern company based in New York City for five years.

**Class Format:** mornings

**Requirements/Evaluation:** a 1/2-page journal entry is required after each class, a 1/2-page commentary on 10-12 dance videos, attendance, and a short performance at the end of winter study

**Prerequisites:** none; no previous dance experience necessary
MATH 19 (W) Screenwriting Challenge: The Tale of an Underappreciated Musical Genius

Crosslistings: ENGL19 / MATH19

Primary Crosslisting

The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and a brief description of what drew you to the course is required.

Class Format: afternoons

Requirements/Evaluation: final project

Prerequisites: none, but students with a passion for writing and classical music are encouraged to apply

Enrollment Limit: 3

Enrollment Preferences: writing sample and brief application

Materials/Lab Fee: $55

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

MUS 10 (W) Winter Study Chamber Orchestra (WISCO)

I will organize a classical chamber orchestra to read and perform music of assorted periods and genres. Two student conductors will lead the orchestra, each one having completed my Fall conducting class. In addition to conducting the orchestra, they will act as personnel managers and librarians. I will coach them on every aspect involved in producing a symphonic performance. Berkshire Symphony members and players in the Chamber Orchestra of Williams will make up the majority of the ensemble. The backbone of the training for the orchestra and the student conductors will involve issues of intonation, articulation, balance, bowing, dynamics, tempo, and interpretation. During rehearsals, members of the orchestra will be encouraged to offer ideas and suggestions in order to take part in the ownership of the final product. There will be a final recorded and videotaped concert at the end of Winter Study. Maximum enrollment: Strings: 12 violins, 5 violas, 4 cellos, 2 basses, and Winds: 2 flutes, 2 oboes, 2 clarinets, 2 bassoons, 2 horns, 2 trumpets, timpani.

Class Format: MWF 7:00pm-9:00pm

Requirements/Evaluation: based on attendance and preparation

Prerequisites: none

Enrollment Limit: 36

Enrollment Preferences: if overenrolled, a short audition on the scheduled repertoire will be held and adjudicated by me and the student conductors

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Ronald L. Feldman
MUS 104 (S) Jazz Theory and Improvisation I
Crosslistings: AFR212 / MUS104

Primary Crosslisting

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

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

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

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

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

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

Enrollment Limit: 15

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

Expected Class Size: 12

Distributions: (D1)

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

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 12 (W) writing sample and brief application
Crosslistings: MUS12 / STAT12

Secondary Crosslisting

The Sacred Harp is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country-and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in The Sacred Harp; or to undertake a quantitative analysis of the tunebook's music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

Requirements/Evaluation: 10-page paper; final project; musical composition with commentary

Prerequisites: some previous singing or music-reading experience helpful

Enrollment Limit: 30

Enrollment Preferences: seniority

Materials/Lab Fee: $10 plus cost of books

Attributes: EXPE Experiential Education Courses
MUS 13 (W) The Golden Age of Gospel Music
A historical look at American Black Gospel, stressing the vocal tradition of the African American Church. Vocalists and instrumentalists are encouraged to participate, but there is no required prerequisite for the course. Course will consist of historical workshops in Gospel music. Required reading People Get Ready by Robert Darden, course booklet and will require a minimum of 10-page report. Music covered will be from the mid 1800's to contemporary gospel music. Field trip will include a trip to an African American Church service (Sunday morning). Requirements for the course include a 5-page paper with creative project or performance and a field trip to church. Adjunct Instructor Bio: Legendary Bassist Avery Sharpe has performed with Jazz greats from McCoy Tyner to Dizzy Gillespie. Sharpe is a Gospel Historian and has a strong up bringing in "The Church of God in Christ."

Requirements/Evaluation: 5-page paper with creative project or performance and a field trip to church
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: if overenrolled, preference to seniors
Materials/Lab Fee: $138 plus cost of books
Attributes: EXPE Experiential Education Courses

MUS 14 (W) Classic and Contemporary Musical Theater
Crosslistings: MUS14 / THEA14
Primary Crosslisting
This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus--now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing. Adjunct Instructor Bio: Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kkibler@williams.edu.

Class Format: afternoons
Requirements/Evaluation: a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: the instructor will communicate with those wishing to register either in person or via email
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses
Crosslistings: MUS15 / AMST15

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Bernice Lewis is the Artist Associate in Songwriting at Williams College. She is an accomplished singer, songwriter, producer and educator and has been a national touring artist for over thirty years. She has performed at the Kerrville Folk Festival, PBS’s Mountain Stage, and the Kennedy Center in Washington D.C. In 2009, she was chosen by the National Park Service to be an Artist in Residence. She has released seven recordings of original songs.

Class Format: mornings
Requirements/Evaluation: final performance and a 2- to 3-page paper
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register
Materials/Lab Fee: cost of books
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Bernice Lewis

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.

Class Format: mornings
Requirements/Evaluation: final performance
Prerequisites: none, but students who play other instruments are encouraged to bring them
Enrollment Limit: 12
Enrollment Preferences: students with musical background; those who play other instruments may have an advantage
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M 10:00 am - 11:50 am PORG 10:00 am - 11:50 am W 10:00 am - 11:50 am 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: lecture/studio/discussion

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

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

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

Crosslistings: MUS204 / AFR214

Primary Crosslisting

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

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

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

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

Distributions: (D1)

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

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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**MUS 205 (F) Composition I**

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

Class Format: seminar

Requirements/Evaluation: evaluation based on the quality and timeliness of composition projects, attendance, and class participation

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

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

Enrollment Limit: 6

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

Expected Class Size: 4

Distributions: (D1)
MUS 206 (F) Composition II

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

Class Format: seminar

Requirements/Evaluation: evaluation based on the quality and timeliness of composition projects, attendance, and class participation

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

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

Enrollment Limit: 6

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

Expected Class Size: 4

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

MUS 230 (S) Musical Ethnography

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

Class Format: lecture/discussion

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

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

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

Enrollment Limit: 10

Enrollment Preferences: students with some musical experience

Expected Class Size: 6

Department Notes: MUS World Music/Ethnomusicology

Distributions: (D1)

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ANTH
MUS 25 (W) Creative Art Projects inspired by Southern Florida Native American Indian History & Culture

This travel course will focus on creative work inspired by the history and culture of Native American Indians of Southern Florida. We will discuss the history and culture of Native Americans in the area, focusing mostly on the Calusa, their society, politics, system of government, trading customs, and religion. We will also talk about their construction of canal systems, and their architecture and engineering. Students will arrive to their own conclusion about the impact of Native Americans in our culture. They will also use their experiences during field trips, workshops, lectures, and group discussions as a source of inspiration for their creative work in one or more of the following fields: music composition, visual arts (video, photography), literature, poetry, and theater. They will create their projects individually or could form teams to create interdisciplinary works. If teamwork is selected for the creation of a project there will be a limit of one student per discipline in each team. We will visit archaeological and historical sites, Research Centers, and Museums focused in the History and Culture of Native American Indians of Southwest Florida. We will attend lectures offered by archaeologists, and will participate in the process of screening, cataloging, and analysis of samples extracted from the shell mounds of Useppa Island and Pineland at the Randell Research Center of the University of Florida. Calusa artifacts made with ceramic materials, wood carving, and painting, are recognized worldwide as remarkable examples of Native American artistic achievement. Samples of their art found during excavations in SW FL are part of exhibitions in the Historical Museums that we will visit. Students will learn about music inspired by pre columbian Native American instruments and art. We will discuss information and will visit the estuaries that sustained the world of the Calusas.

Class Format: travel

Requirements/Evaluation: 10-page paper; creative project, and travel journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 7

Enrollment Preferences: priority given to students interested in creating original work in response to field trips and visits to Research Centers and Museums (musical, photography and/or video, literary, poetry, theater)

Materials/Lab Fee: cost to student $1,995

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Ileana Perez Velazquez

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

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2019

LEC Section: 01 TR 9:55 am - 11:10 am Kris Allen
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 collaborative research projects that will develop their use of the medical model to evaluate primary neuroscience research studies for validity. They will develop their own evaluation systems for identifying how valid research interventions and expanded opportunities for successful learning. Students will lead class discussions based on their reading of primary research. Small groups of 2-3 students will be assigned different articles on the same topic and spend time in class. Adjunct Instructor Bio: Dr. Judy Willis ’71 combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to develop her focus in the neuroscience of learning. Dr. Willis has written nine books and more than 100 articles, as well as giving invited presentations internationally, applying neuroscience research to potential interventions to facilitate successful learning. She has been on the adjunct faculty of the University of California Graduate School of Education, Santa Barbara.

Class Format: mornings
Requirements/Evaluation: 10-page paper; final project
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am  Judy Willis

PHIL 13 (W) Boxing

Boxing is one of the world's oldest sports, and there are 3000 year old artistic representations of boxing from ancient Egypt. The history of boxing in the United States during the nineteenth and twentieth centuries reflects the history of the nation. Issues of class, ethnicity, race, and gender have played a central role in the sport. Stories about boxing also play a central role in the popular culture. In this course we will look at some treatments of boxing by social historians, examine some depictions of boxing in documentary and dramatic films, and watch some classic fights. We will also learn some of the fundamental skills involved in boxing. Training as a boxer will give men and women a better appreciation of the physical demands involved. Four days a week we will engage in an intensive training regimen working on basic punching technique, footwork, defense and conditioning. The workouts will involve minimal contact, but will be physically demanding. Students will need to purchase boxing gloves, handwraps, and a jump rope.

Requirements/Evaluation: evaluation will be based on attendance, participation, and a 10-page final paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $150
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01      Cancelled

PHIL 14 (W) Yoga and a Grounded Life

"Yoga and a Grounded Life" will examine what the practice of yoga is, and how it can serve as a foundation, guide, and inspiration for living, particularly in the face of personal or societal challenges. Alongside the physical practice of yoga, the class will investigate the philosophical and ethical teachings of yoga’s ancient text, the Yoga Sutras of Patañjali. Students will learn a number of basic yoga poses and breathing techniques in 1.75-hour classes that will meet 5 days a week. In addition, students will read and discuss portions of the Yoga Sutras and several different
commentaries, such as those of BKS Iyengar and Chip Hartranft. Attendance at all classes is required. Missed classes must be made up before the end of Winter Study, usually by attending a regular class at Tasha Yoga. Students will be expected to practice on their own outside of class, to journal, and to participate in class discussions of the readings. Students will submit weekly written assignments in response to prompts relating to class material. Adjunct Instructor Bio: Yoga teacher Anne O'Connor is certified in the Iyengar yoga method, which she has been practicing for 20 years. O'Connor, a freelance editor, also serves on the Williamstown Select Board and is a member of the First Congregational Church of Williamstown.

**Class Format:** mornings

**Requirements/Evaluation:** four 1- to 2-page papers and class attendance and participation

**Prerequisites:** no previous yoga experience required

**Enrollment Limit:** 14

**Enrollment Preferences:** instructor's discretion; interviews with enrollees

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

**Attributes:** EXPE Experiential Education Courses

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PHIL 25 (W) Eye Care and Culture in the Atlantic Coast Regions of 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 students-in conjunction with optometrists who volunteer their time for the trip-will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings. Students will also be required to attend organizational and training meetings and to complete a number of relevant readings prior to the trip.

**Class Format:** travel

**Requirements/Evaluation:** performance in eye clinics, journal

**Prerequisites:** none; not open to first-year students

**Enrollment Limit:** 12

**Enrollment Preferences:** application essays

**Materials/Lab Fee:** $3,700

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

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PHLH 13 (W) Behavioral Health Prevention and Middle School Leadership Development

In this course, students will learn about behavioral health prevention and promotion, with an emphasis on the prevention of substance use disorders and the Substance Abuse & Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework. Following this grounding in prevention science, students will learn about middle school leadership development and community action with a behavioral health and wellness focus, and be trained to deliver core components of the New Hampshire Teen Institute's (TI) Leaders in Prevention program for students in grades 6-8. The classroom portion of this course will prepare students to put this knowledge into practice as staff members at the January session of Leaders in Prevention, serving with other youth & adult staff members of TI to facilitate a weekend of education and networking for 50-60 middle school students from around NH and New England. Students in this course will work with teams of middle school students to help them create a student-led action plan for a school or community wellness event to be implemented in their home communities. During the first 2 weeks of the Winter Study period, students will meet on campus for approx. 15 hrs per week. The experiential portion of the course--serving as facilitators at the Leaders in Prevention weekend--will be an overnight trip from Thurs. 1/17--Sun 1/20 to a conference center in Greenfield, NH. (Lodging & food will be provided to students free of charge while at the camp.) This trip is mandatory for the course, and involves working with middle school youth for 3 very full days. Students will meet once again during the final week of Winter Study to debrief and process their facilitation experiences. Academic work will be primarily contained to the classroom time of the first two weeks. A culminating 10-page reflection paper to demonstrate a synthesis of students' classroom and practical learning will be the only sizeable out-of-class work. Adjunct Instructor Bio: Marissa is the Executive Director of the NH Teen Institute and a
trainer for multiple workshops developed by SAMHSA's CAPT and ATTC systems. She is the Secretary of the Prevention Certification Board of NH and the NH Prevention delegate to the IC&RC, and serves on the NH Governor's Commission Prevention Task Force. Outside of prevention work, she is Assoc. Artistic Dir. of Mill City Productions in North Adams, MA.

**Class Format:** afternoons

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** lottery

**Materials/Lab Fee:** $45

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01      Cancelled

**PHLH 25 (W) Public Health, Education, and Community Action 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 in 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 Spring of 2017 with a degree in Women's, Gender, and Sexuality Studies and a Concentration in Public Health. With the support of a Fulbright-Nehru student researcher fellowship, she is currently conducting community-based participatory research with FPHED on reproductive health programs in rural UP. She has spent a cumulative 11 months to-date studying and researching reproductive health in rural India.

**Class Format:** travel

**Requirements/Evaluation:** 5-page paper 2- to 3-page paper Other: Students will be required to keep a private daily journal

**Prerequisites:** none; not open to first-year students

**Enrollment Limit:** 8

**Enrollment Preferences:** none; not open to first-year students

**Materials/Lab Fee:** $2800, which includes all transportation, lodging, meals, lectures, and research materials

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

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

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

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

**Enrollment Limit:** 14

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

**Expected Class Size:** 14

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

**Attributes:** EXPE Experiential Education Courses; PHLH Core Courses

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**PHYS 13 (W) Electronics**

Electronic circuits and instruments are indispensable parts of modern laboratory work throughout the sciences. This course will cover the basics of analog circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits and the Arduino, a microcontroller. Class will meet four afternoons a week for a mixture of lab and lecture, providing ample opportunity for hands-on experience. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. In the last week, students will design and build a final project, or will write a 10-page paper. If students have prior experience with electronics, they should contact the instructor prior to enrollment. Adjunct Instructor Bio: Daniel Maser is a postdoctoral research fellow in the Department of Physics, working with Professor Tiku Majumder in his atomic physics research laboratory. Adjunct Co-Instructor Bio: Jason Mativi is the electro-mechanical technician in the Bronfman Science Center. He will teach the digital electronics portion of the course.

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper; final project

**Prerequisites:** MATH 130, equivalent calculus, or permission from instructor; no prior experience with electronic circuits is assumed

**Enrollment Limit:** 14

**Enrollment Preferences:** priority given to seniors first, first-years last

**Materials/Lab Fee:** $100

**Attributes:** EXPE Experiential Education Courses

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**PHYS 15 (W) Cooking for the Real World**

Crosslistings: PHYS15 / SPEC13

**Primary Crosslisting**

The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You’ll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac ‘n Cheese, quick breads, soups and salads, pie crusts and cookies. Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: *Kitchen Confidential*, by Anthony Bourdain, *The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America’s Most Imaginative Chefs*, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.
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 three afternoons a week for a mixture of lecture, discussion, 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 tinker-time. 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.

Class Format: afternoons
Requirements/Evaluation: either building a final project with a short writeup or writing a 10-page paper, and a presentation to the class
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: by seniority
Materials/Lab Fee: $40 plus cost of books
Attributes: EXPE Experiential Education Courses
POEC 402 (S)  Political Economy of Public Policy Issues

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

Class Format: seminar with student presentations
Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors
Department Notes: required in the Political Economy major
Distributions: (D2)
Attributes: EXPE Experiential Education Courses; POEC Required Courses

PSCI 11 (W)  Editorial Cartooning and the Art of Propaganda

Crosslistings: ARTH11 / PSCI11
Secondary Crosslisting

This hands-on course, taught jointly by a nationally syndicated editorial cartoonist, Chan Lowe, and a former member of the Art Department faculty, E. J. Johnson, introduces students to the "Ungentlemanny Art" of cartooning through discussions and an emphasis on the creation of their own work. It is not an art course as much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience is NOT a prerequisite, nor even an advantage. Non-art majors are particularly encouraged to enroll. Much more important are an inquisitive mind, a healthy interest in the current national discourse, a willingness to enter into spirited classroom discussion, and an appreciation of satire. The fact that the course will meet during the second month of a newly elected Congress means that there will be plenty of material ripe for cartooning. Class assignments will be critiqued in a non-threatening atmosphere. Lowe, who will be continuously producing daily cartoons, will also present his own work for criticism. Class meetings, at least two hours per meeting three days a week, will alternate between the studio experience and lectures, given by Johnson, that will acquaint students with aspects of the history of caricature, cartooning and art with a propagandistic or overtly political purpose. The lectures will provide students with knowledge they may use in producing their cartoon assignments. The success of this course depends on the commitment and motivation of all participants. Course requirements include the drawing of several editorial cartoons per week, daily reading and viewing of news media. Adjunct Instructor Bio: Chan Lowe has been an editorial cartoonist and opinion writer since graduating from Williams in 1975. He has worked for newspapers in Oklahoma, Florida and is now a member of the editorial board of The Berkshire Eagle. His drawing and writing work have won many journalism awards, and is nationally and internationally syndicated by Tribune Content Agency. Co-Instructor: E.J. Johnson, Amos Lawrence Professor of Art, Emeritus

Class Format: afternoons
Requirements/Evaluation: editorial cartoons to be produced for each class meeting for evaluation by the class; final cartoons to be published in The Williams Record
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference will be given to non-art majors
Materials/Lab Fee: $50
Attributes: EXPE Experiential Education Courses
PSCI 118 (F)  Power to the People?

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, and contestation over basic citizenship rights. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies.

What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty--the idea that the people govern themselves? We investigate these and related questions by actively consulting political theory and empirical research in the social sciences. Our investigation will include class-time collaboration with a similarly structured undergraduate course being taught by a sociologist at the University of North Carolina and may include an optional weekend study trip.

Class Format: seminar

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

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

Prerequisites: first-year students

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 19

Distributions: (D2)

Attributes: EXPE Experiential Education Courses; PSCI American Politics Courses

PSCI 16 (W)  The Martial Art of Politics--Aikido, Gandhi, and King

"The techniques of Aikido are intended as tools for us to use in examining the nature of power, to engage in uncompromising self-scrutiny, and to realize our potential as powerful, compassionate, creative, self-aware human beings."--Mary Heiny Sensei Aikido is a Japanese martial tradition that combines the samurai arts of swordwork and grappling with the philosophical desire to forge a path of harmony in the face of determined opposition.

As such, it addresses situations of conflict that manifest themselves physically, but also offers insight into how to redirect the energies--social, psychological, or political--that might otherwise become conflict in one or another aspect of our lives. As a martial art, Aikido teaches us more than simply how to survive; it also teaches us how to physically express our noblest intentions in movements that protect not only ourselves but the attacker as well. Martin Luther King famously observed that "Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars." Aikido, a physical expression of nonviolence, is the alternative approach made manifest--the light that can drive out darkness and the love that can drive out hate. The physical training (10 am-noon each weekday morning in Currier Ballroom) will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw friends twice their size across the room. About 25% of training time will be devoted to sword, staff, and dagger techniques. The academic component of the course will engage with how the physical training resonates with selected writings on nonviolence (Mohandas Gandhi, Martin Luther King Jr., and theoretician Gene Sharp) and the tactical practices of successful nonviolent protest campaigns. Each student will research and profile a successful nonviolent campaign, explain why it worked, explain what was "aikido" about it, and in small groups will pick a target and draft a plan for a contemporary protest campaign on a topic of their choosing. Each group will be responsible for crafting speech text, a tactical analysis of their proposed campaign, and a social media plan. Actually implementing the campaign is not a part of the course. By integrating physical and intellectual components, the course seeks to forge in each student a stronger and more coherent perspective on how the pursuit and embodiment of harmony can resolve the conflicts that we so often encounter. Joining us for several sessions will be local scholar Stewart Burns, author of the award-winning MLK biography To the Mountaintop. Additional relevant experiences, such as meditation practice, outdoor misogi, and feature films (Gandhi, Selma, etc.) will be woven into the course as schedules permit. Students do not have to be especially athletic, and in Aikido women train as equals with men. Students are encouraged to correspond with the instructor (rkent-at-williams.edu) before registration begins if they have questions.

Adjunct Instructor Bio: Robert Kent '84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt), having studied for 21 years at Aikido West in Redwood City under Frank Doran Shihan, where he helped run the youth program for 18 years. He is
currently President of Aiki Extensions, Inc, a nonprofit that supports programs that bring the strategic insights and practical wisdom of Aikido into non-traditional settings. He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity. This will be the twelfth year he’s offered a Winter Study class.

**Class Format:** daily, 10 am-noon for aikido training, + 2 times a week for academic discussions, typically over lunch

**Requirements/Evaluation:** quality of participation in both physical and intellectual course components (historical analysis, class discussions, final project)

**Prerequisites:** same physician’s approval on file as the school requires to participate on sports teams

**Enrollment Limit:** 20

**Enrollment Preferences:** if overenrolled, selection will be based on a questionnaire

**Materials/Lab Fee:** $175

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    M-F 10:00 am - 12:00 pm M-F 1:00 pm - 2:50 pm PORG 10:00 am - 12:00 pm Robert H. Kent

**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.

**Class Format:** Meeting prior to start of winter study and again after conclusion

**Requirements/Evaluation:** 10-page paper; 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; daily journal; participation in final meeting

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** selection will be based on a resume and letter of interest; at the time of preregistration interested students should send a resume and letter of interest to Paula Consolini (pconsolini@williams.edu)

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TBA    Nicole E. Mellow, Paula M. Consolini

**PSCI 22 (W) Learning Intervention for Teens**

This course pairs energetic 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 by allowing them to take ownership of an independent project. Each Williams student helps a teen investigate, develop a final project, and present about a topic 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 Berkshire County Juvenile Court judges and probation officers, town and city chiefs of police, County District Attorney and assistant DAs, the teens’ peers and families, Williams
faculty and community members. Williams students develop experience serving in an official capacity, 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 Chief Wynn and Professor Shanks but entirely run by
trained Williams students who have served as mentors in the past. In order to enroll in the course, 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 coordinator Nicholas Goldrosen at
ncg1@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  
**Materials/Lab Fee:** none  
**Attributes:** EXPE Experiential Education Courses

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Winter 2019  
LEC Section: 01  TWR 3:30 pm - 5:30 pm PORG 3:30 pm - 5:30 pm  Cheryl Shanks, Mike Wynn

**PSCI 309 (F)  Problems and Progress in American Democracy**  
**Crosslistings:** LEAD309 / PSCI309  
**Primary Crosslisting**

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

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

Not offered current academic year

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

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

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

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

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

**Distributions:** (D2)

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

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

This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in 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. The majority of the time will be dedicated towards applying these ideas in selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality.

**Class Format:** mornings and afternoons

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

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** preference given to sophomores and admission is based on quality of the application

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

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**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. Extended 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.

Class Format: afternoons
Requirements/Evaluation: formal public exhibit
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: preference given to seniors, juniors, first years
Materials/Lab Fee: cost to student $250
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    MWF 1:00 pm - 3:50 pm PORG 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 other 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.

Class Format: by appointment
Requirements/Evaluation: evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation
Prerequisites: approval by Noah Sandstrom is required
Enrollment Limit: 20
Enrollment Preferences: random selection
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01    TBA     Noah J. Sandstrom

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

Class Format: seminar
Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 252
Enrollment Limit: 15
Enrollment Preferences: senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course

Expected Class Size: 15

Distributions: (D2)

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

Fall 2018

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

PSYC 372 (F)  Advanced Seminar in Teaching and Learning

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

Class Format: seminar

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

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

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 16

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

Expected Class Size: 16

Distributions: (D2)

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

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

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Class Format: seminar

Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 12-12

Distributions: (D2)
REL 12 (W)  The Mumenkan and Tathagata Zen: An Exploration of Mind

Zen is the sect of Buddhism that stresses experience overall cognitive formulas and principles. Based on the tenet that all beings have what is called Buddha Nature, practice is entered into with the faith than one can have exactly the same experience that the historical Buddha, Shakyamuni, had and can thereby come to know the process that constitutes the nature of all beings and things that comprise the universe. The primary method of practice is the meditative technique known as zazen, and the type of Zen that focuses on the consciousness that develops from diligent zazen practice is known as Tathagata Zen. Through one’s efforts in zazen, one may come to the intuitive experience of the Dharma Activity, the activity that gives birth to all things and into which all things return. Although the Dharma Activity cannot be described fully in words, it is possible to use words that point to it without running afoul of its truth. The Mumenkan (The Gateless Gate) is a classic Zen text containing 48 such pointers or koans. Utilizing this text as a focus of discussion, students will attempt to grasp the teaching contained in these pointers by means of the principles of Tathagata Zen. The practice of zazen will be part of each class, and the course will culminate in a two-day zen retreat. Those taking the course will keep a daily journal of their course-related experiences which will be reviewed by the instructor. They will also write a series of short papers on selected koan from The Mumenkan. The course will meet from 9am--Noon on Monday, Wednesday and Friday. Anyone wishing to take this course must submit a paragraph stating their purpose for doing so. Up to ten students will be accepted for this course and all are eligible, including those who have taken a prior Winter Study Zen course taught by this instructor.  


Class Format: mornings

Requirements/Evaluation: journal review; four 2-page papers

Prerequisites: submission of a paragraph stating purpose in taking this course

Enrollment Limit: 10

Enrollment Preferences: paragraph of purpose

Materials/Lab Fee: $121 plus cost of books

 Attributes: EXPE Experiential Education Courses

REL 14 (W) Mountain Religion

Sacred mountains play a central role in the founding myths of many religious traditions. Mountains such as Sinai, Olympus, and Kailash are considered divine abodes, entry into which confers spiritual powers. For many religious practitioners, pilgrimage to and practicing in and around the mountains provides a special opportunity to encounter the gods and acquire spiritual benefits. In this comparative course, we will explore the special role and function of mountains in Buddhism, Hinduism, Judaism, and Islam, with a special focus on contemplative practices from Japan’s Shugendo tradition and the kaihogyo nighttime hikes of Tendai monks, circumambulation of Himalayan peaks and mantra recitation, and pilgrimage journeys. Class will meet for three 2-hour sessions per week. Readings will consist mostly of journal articles and selections from books, with a 5-page reflective paper due at the end of the course. Depending on the weather, we will take advantage of the surrounding mountains for short contemplative hikes, applying some of the practices we will study.

Class Format: mornings

Requirements/Evaluation: 5-page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: lottery

Materials/Lab Fee: $75

Attributes: EXPE Experiential Education Courses
You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres—namely, "Fiction" and "Non-Fiction"—had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20 pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshopped by your peers, revised, and resubmitted. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts.

Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

Class Format: afternoons
Requirements/Evaluation: two stories (10-20 pages) and two revisions (10-20 pages)
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: email explaining reasons for interest in the course to Dalena.Storm@gmail.com
Materials/Lab Fee: none
Attributes: EXPE Experiential Education Courses

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Tallieveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel
Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation
Prerequisites: none; not open to first-year students
Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Materials/Lab Fee: cost to student: $3362

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01   TBA   Rhon S. Manigault-Bryant, James A. Manigault-Bryant

REL 25 (W) Yoga and Meditation in India: Theory and Practice

This course delves into the theory and practice of both Hindu and Buddhist yoga in their land of origin, India. In the first half, we stay in the North Indian town of Rishikesh, one of the main centers of Hindu yoga today, located on the banks of the Ganges River. There we practice yoga and meditation daily, study yoga philosophy, and visit leading yoga centers. In addition, we volunteer daily at Mother Miracle Community Development Program, where a K-12 school is dedicated to teaching exceptionally intelligent poor children. In the second part of the course, we travel to South India and stay at Sera Je Monastic University, the largest center of Tibetan Buddhist monastic learning in India. There we continue our daily practice of yoga and meditation, and study with a Tibetan monastic scholar the theory of Tibetan Buddhism. In the afternoons students volunteer with Tibetan students and visit Tibetan service organizations in the area. In this way we gain a solid overview of the practice of yoga and meditation in India. We come to appreciate and learn from the people upholding the living traditions of yoga, as well as helping these people to strengthen the education that will allow them to interact with the global world. Required Reading: The Path to Enlightenment by The Dalai Lama; Yoga and the Luminous: Patanjali's Spiritual Path to Freedom by Christopher Key Chapple; selected articles about yoga and contemporary yoga exchanges. Adjunct Co-Instructor Bio: Tasha Judson, M.Ed., is a certified alignment oriented Hatha yoga teacher and authorized meditation teacher. She has directed Tasha Yoga studio in Williamstown since 2003.

Class Format: travel

Requirements/Evaluation: 10-page paper; daily journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 10

Enrollment Preferences: interview

Materials/Lab Fee: $3,327

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01   TBA   Georges B. Dreyfus, Natasha Judson

REL 361 (F) Zen and the Art of American Literature

Crosslistings: ENGL312 / REL361 / AMST361 / COMP361

Secondary Crosslisting

In 1844, the Transcendentalist magazine, The Dial, published an excerpt from the Lotus Sutra, translated into English by a young writer named Henry David Thoreau. 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 20-30 minutes each week practicing and reflecting upon those practices during class hours. 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.
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 a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media 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. 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.

Class Format: mornings
Requirements/Evaluation: 2- to 3-page paper; formal public exhibit
Prerequisites: knowledge of black and white analog photography is preferred, but not required
Enrollment Limit: 10
Enrollment Preferences: Art major and minors then random
Materials/Lab Fee: $120
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 WRF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Daniel Goudrouffe
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 Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and 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 internship 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.

Class Format: travel
Requirements/Evaluation: 10-page paper
Prerequisites: none; knowledge of Russian or Georgian is not required; not open to first-year students
Enrollment Limit: 8
Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course
Materials/Lab Fee: $2785
Distributions: (D1)
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Vladimir Ivantsov

SCST 250 (S) Environmental Justice (DPE)
Crosslistings: ENVI250 / SCST250

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

Class Format: seminar
Requirements/Evaluation: several short essays, final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI101 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: Environmental Studies concentrators
Expected Class Size: 10
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.
Attributes: ENVI Humanities, Arts + Social Science Electives; EVST Culture/Humanities; EXPE Experiential Education Courses

Spring 2019
SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin
SCST 265 (F)  Digital Performance Lab
Crosslistings: THEA265 / SCST265

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

Class Format: studio and lab

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 6

Materials/Lab Fee: $100

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under THEA; meets Division 2 requirement if registration is under SCST

Attributes: EXPE Experiential Education Courses

Fall 2018
STU Section: 02  T 1:10 pm - 2:25 pm  Emily E. Rea
STU Section: 01  W 1:10 pm - 3:50 pm  Emily E. Rea

SCST 370 (F)  Medicine, Pathology, and Power: An Ethnographic View  (DPE) (WI)
Crosslistings: SCST370 / ANTH371 / WGSS371

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

Class Format: seminar

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

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

Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Distributions: (D2) (DPE) (WI)

Distribution Notes: DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

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

Fall 2018

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

SOC 15 (W) Photographic Literacy and Practice
Crosslistings: ANTH15 / SOC15

Primary Crosslisting

When you look at a photograph, what is it really saying? How can you make photograph that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

Class Format: three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm

Requirements/Evaluation: final project; formal public exhibit

Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)

Enrollment Limit: 12

Enrollment Preferences: students can email me

Materials/Lab Fee: $0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    MF 10:00 am - 11:15 am W 1:00 pm - 6:00 pm PORG 1:00 pm - 5:00 pm Ben Brody

SOC 236 (S) Making Things Visible: Adventures in Documentary Work
Crosslistings: AMST236 / ENGL237 / ARTH237 / SOC236

Primary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent
**SOC 240 (F) Performing Masculinity in Global Popular Culture**

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

**Secondary Crosslisting**

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

**Class Format:** seminar

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

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 20

**Distributions:** (D2)

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

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

**Not offered current academic year**

**SPEC 13 (W) Cooking for the Real World**

Crosslistings: PHYS15 / SPEC13

**Secondary Crosslisting**

The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You'll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac 'n Cheese, quick breads, soups and salads, pie crusts and cookies.
Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: *Kitchen Confidential*, by Anthony Bourdain, *The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs*, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.

**Class Format:** MWF 3-5:30pm

**Requirements/Evaluation:** daily journal and a final cooking demonstration

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** limited to juniors and seniors but would like an email from the students applying on what food means to them

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWR 4:00 pm - 6:30 pm PORG 4:00 pm - 6:30 pm CJ Hazell

**SPEC 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy**

Crosslistings: MATH15 / SPEC15

**Secondary Crosslisting**

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class. Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

**Class Format:** mornings

**Requirements/Evaluation:** 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course

**Extra Info:** the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs

**Materials/Lab Fee:** $20 plus cost of books

**Attributes:** EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Jenna L. Turek

**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 healthcare is delivered. 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. Weekly didactic sessions (3) will focus on "substance abuse" as a thematic construct for the discussion of related chronic and acute conditions frequently encountered in clinical and social/behavioral contexts. The thematic focus on substance abuse will allow students to reflect on their clinical experiences across a wide range of clinical specialties and also to engage in discussion of a public health crisis affecting quality of life across the lifespans of Berkshires residents. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions. Students will also demonstrate an enhanced awareness of the systems through which medical care is delivered and the challenges of health care delivery within a rural community. Students will also be expected to reflect on their clinical experiences through didactic sessions and case presentations, as well as in a final paper.

Adjunct Instructor Bio: Barbara Fuller is the Director of Science and Health Professions Advising.

Class Format: Students are shadowing healthcare providers for 20-25 hours per week.

Requirements/Evaluation: 10-page paper

Prerequisites: must be at least a sophomore, on the "premedical" track, and in good standing

Enrollment Limit: 30-35

Enrollment Preferences: seniors have preference

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Barbara K. Fuller

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

Field experience is a critical element in the decision to enter a profession. Through this internship, 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. Internship placements are arranged through the Career Center, with selected alumni and parents acting as on-site teaching associates. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-to-four 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. Students will be required to read one of two books selected for this course. There will also be reading selected from such works as *What Should I do with My Life?* by Po Bronson, 2003 and *Working* by Studs Terkel, 2004. 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 internships listed in the SPEC 21 syllabus. Application are submitted via Handshake.

Class Format: At least 30 hours per week, 5 days per week, 6 hours per day

Requirements/Evaluation: completion of readings, daily journal, and a 5- to 7-page expository review and evaluation that will become public record as a resource for other students

Prerequisites: qualifications for internships

Enrollment Preferences: placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Dawn M. Dellea
**SPEC 22 (W) Outdoor Emergency Care**

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 16 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. 

Adjunct Instructor Bio: Thomas Feist ('85) is a 35-year ski patroller, certified OEC Instructor and Instructor Trainer. He has taught chemistry at Williams College and served as acting director of the Williams Outing Club in 1990-91.

**Class Format:** mornings

**Requirements/Evaluation:** final written and practical exam

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** ski/snowboard interest and ability as well as prior first aid experience

**Materials/Lab Fee:** $175 plus cost of textbook (~$100)

**Attributes:** EXPE Experiential Education Courses

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**SPEC 24 (W) Transformative Moments in the Education of a Preschool Child**

This course will provide an opportunity for immersion in the life of a preschool community in the Bronx. Future of America Learning Center (FALC) is a nationally-accredited program that is recognized for its quality and standard of excellence in the field of Early Childhood Education. Students from varied educational institutions, teachers and instructional coaches are recommended by the Department of Education to visit FALC's classrooms to observe, experience and learn about the Plant-a-Dream curriculum. Winter Study students will actively participate in the daily classroom activities with the children in order to develop a sense of best practices in Early Childhood Education. Students will live with families whose children are in the program, in the model of Gaudino's experiential learning, to access a deeper sense of context and a better understanding of the issues facing children and families from this community. Opportunities for dialogue between families, staff, and students, will also be central to the learning experience. Furthermore, our mentors will guide students in robust self-reflection, as well as inquiry into the environment in which they are immersed, and the personal meaning derived from these experiences. More information about FALC and the course mentors can be found at https://goo.gl/PEJsoq.

**Requirements/Evaluation:** 5-page summary paper, daily journal

**Prerequisites:** none

**Enrollment Limit:** 4

**Enrollment Preferences:** by interview

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

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Winter 2019

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

TVL Section: 01    TBA    Randall S Thomas
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 Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and 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 internship 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.

**Class Format:** travel

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

**Prerequisites:** none; knowledge of Russian or Georgian is not required; not open to first-year students

**Enrollment Limit:** 8

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

**Materials/Lab Fee:** $2785

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

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SPEC 26 (W)  Field Work in a Bay Area Start-Up

This course is designed to give students insight into how technology start-ups work and as a chance to practice their problem-solving skills and gain deeper insight into the customer discovery process. The course will start in Williamstown with a review of idea development tools used in today's start-up environment, particularly those pioneered by Stanford d.School such as the Lean Start-up method, Business Model Canvas and Design Thinking. Reading will include *The Lean Start-up* by Eric Ries, *Zero to One* by Peter Thiel and Edward deBono's *Thinking Course* as well as articles and podcasts. The class will be split into three teams of four students and paired with a Bay Area start-up looking to enter a new market, a new customer segment or are considering certain product modifications. The student teams will work on identifying customer needs, qualifying customer feedback and making recommendations to management. The class will tap into the strong Bay Area alumni network which will allow for visits to several different start-ups and fast-growing tech companies and compare how they approach their markets. The final project will be a ten-minute presentation to management. Student should submit a short statement of why they would like to participate and what they expect to learn. Adjunct Instructor Bio: Entrepreneur-in-Residence at Williams.

**Class Format:** travel

**Requirements/Evaluation:** 5-page paper; final project; short summaries of customer interactions

**Prerequisites:** none; not open to first-year students

**Enrollment Limit:** 12

**Enrollment Preferences:** preference will be given to students with a demonstrated interest in entrepreneurship

**Materials/Lab Fee:** $2,800

**Attributes:** EXPE Experiential Education Courses; TRVL Winter Study Travel Course

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Winter 2019

TVL Section: 01  TBA  Vladimir  Ivantsov

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Winter 2019

TVL Section: 01  TBA  Tonio  Palmer
SPEC 28 (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

Materials/Lab Fee: $400

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Tracy Finnegan

SPEC 35 (W) Making Pottery on the Potter's Wheel

Learning to form pottery shapes with your hands on the potter's wheel is challenging but accessible to any student who invests time and effort. This is a very old-fashioned skill--archaeologists tell us potter's wheel skills were widespread in world culture by 3000 BCE. YouTube videos will not help you to learn the subtle hand positions and pressures needed to succeed in shaping symmetrical pleasing forms. A teacher/coach will help you understand and learn these skills, but it is up to you to apply yourself with repeated practice, patience and persistence. Each class will begin with an explanatory demonstration followed by student practice on the potter's wheel. Woven into pottery making demonstrations will be presentations, in response to student interest, on various topics relating to the science and history of pottery making. Every student will have exclusive use of a potter's wheel for each class. Pottery making classes will be held in the mornings, 9 AM to 12:00 PM, at Oak Bluffs Cottage Pottery in Pownal, Vermont. We will use both stoneware and porcelain clay bodies, and will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes by trimming and adding handles, lugs, lids, spouts, and knobs. We will also work on hand-building projects. Early in the Winter Study Session there will be a 1.5-hour slide presentation held one afternoon at a location on campus. After the tenth pottery making class meeting, all completed work will be kiln-fired to biscuit, approximately 1750F. The eleventh meeting will be devoted to glazing your biscuited pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired to cone 5, approximately 2150F. The last meeting, held at Oak Bluffs Cottage Pottery early in the new semester, will be devoted to a "final project positive-orientation critique" in the studio of your finished work. Adjunct Instructor Bio: Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All class meetings except the slide show take place at Oak Bluffs Cottage Pottery. Learn more about Ray Bub at www.raybub.com

Class Format: mornings, 9am-12pm; plus 1 afternoon powerpoint slide presentation, and 1 final 1-hour critique session early in the spring semester at times to be arranged

Requirements/Evaluation: attendance at all class sessions and enthusiasm for learning the craft of pottery making

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: discretion of the instructor

Materials/Lab Fee: $385

Distributions: (D1)

Attributes: EXPE Experiential Education Courses
STAT 12 (W) writing sample and brief application
Crosslistings: MUS12 / STAT12

Primary Crosslisting

The Sacred Harp is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country—and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in The Sacred Harp; or to undertake a quantitative analysis of the tunebook's music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. 

Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

Requirements/Evaluation: 10-page paper; final project; musical composition with commentary

Prerequisites: some previous singing or music-reading experience helpful

Enrollment Limit: 30

Enrollment Preferences: seniority

Materials/Lab Fee: $10 plus cost of books

Attributes: EXPE Experiential Education Courses

THEA 14 (W) Classic and Contemporary Musical Theater
Crosslistings: MUS14 / THEA14

Secondary Crosslisting

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing.

Adjunct Instructor Bio: Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill’s "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kkibler@williams.edu.

Class Format: afternoons

Requirements/Evaluation: a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: the instructor will communicate with those wishing to register either in person or via email

Materials/Lab Fee: none
THEA 15 (W)  Shadow Puppetry

Crosslistings: ARTS15 / THEA15

Primary Crosslisting

The ancient art of shadow puppetry has seen a resurgence in contemporary art and theater. William Kentridge writes, "It is in the very limitations of shadows that we learn...It is in the gap between the object and its representation that the image emerges, the gap we fill in." In this course, students will explore a range of techniques in shadow theater and build towards a culminating performance. We will survey the history of the form, from Asian traditions such as wayang kulit, through Victorian shadow plays, to the uses of shadow by contemporary theater makers and artists (e.g. William Kentridge, Kara Walker). Shadow puppeteer Karen Zasloff and visiting artists will guide students in creating shadow imagery from flat cutouts, sculpted objects and their bodies, and choreographing scenes on a classroom overhead projector and translucent screen. In small groups, we will interpret excerpts of prose and poetry through these handmade projections, exploring relationships among text, image sequences and music, culminating in a public performance. We will meet three times/week for three-hour sessions, with additional supervised lab and rehearsal periods according to our needs. Some basic equipment will be supplied, but students will be expected to purchase some of the materials. Adjunct Instructor Bio: Karen Zasloff has created performances in the US and abroad with shadows, toy theater, giant puppets and video, on themes of political violence and the unconscious. She has performed in NY at PS1, Saint Ann's Warehouse, National Sawdust, PS122 and Here Arts Center, and for 20 years with the Bread and Puppet Theater. Her drawings feature in "Banished", which premiered at Sundance 2007. Recent projects focus on Rwanda and South Africa, including a Fulbright with the Handspring Puppet Company.

Requirements/Evaluation: short presentations and works in progress

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students will be asked to submit a letter of interest

Materials/Lab Fee: $215

Attributes: EXPE Experiential Education Courses

THEA 20 (W)  Performing Self-Portraiture in the Age of Instagram

Crosslistings: THEA20 / WGSS20 / ARTS20

Primary Crosslisting

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacobby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons

Requirements/Evaluation: final performance

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest
THEA 241 (F) Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Secondary Crosslisting

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

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

Distributions: (D2)

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

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

Not offered current academic year

THEA 265 (F) Digital Performance Lab

Crosslistings: THEA265 / SCST265

Primary Crosslisting

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

Class Format: studio and lab

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none
THEA 330 (S)  New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Crosslistings: THEA330 / COMP330 / AMST331

Primary Crosslisting

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

THEA 335 (F)  The Culture of Carnival
Crosslistings: COMP338 / THEA333

Primary Crosslisting

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

Class Format: studio

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

Prerequisites: none

Enrollment Limit: 20
Enrollment Preferences: sophomores and first-year students

Expected Class Size: 18

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2018

STU Section: 01  M 1:10 pm - 3:50 pm  Deborah A. Brothers

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

Crosslistings: THEA385 / ARTS385

Secondary Crosslisting

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

Class Format: studio

Requirements/Evaluation: evaluation will be based on the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

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

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

Materials/Lab Fee: $125

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2019

STU Section: 01  W 1:10 pm - 3:50 pm  Thursday Org Mtg 7:30 pm - 7:55 pm  Amy D. Podmore, Deborah A. Brothers

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

Crosslistings: ENGL113 / WGSS113 / AMST113

Secondary Crosslisting

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

Class Format: seminar; discussion, some lecture, project work in archives and art gallery
Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 15

Distributions: (D2) (DPE) (WI)

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

DPE: This course examines difference, power, and equity during Feminism's Second Wave. As the course description explains, the course considers how poetry can serve as an important tool for thinking through questions of power and injustice and play a key role in creating necessary imaginative space in the world for expression, critique, and change. 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 2018

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

WGSS 20 (W)  Performing Self-Portraiture in the Age of Instagram

Crosslistings: THEA20 / WGSS20 / ARTS20

Secondary Crosslisting

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacoby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons

Requirements/Evaluation: final performance

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01    TW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm   Kameron B. Neal

WGSS 240 (F)  Performing Masculinity in Global Popular Culture

Crosslistings: LATS241 / SOC240 / WGSS240 / AMST241 / THEA241

Primary Crosslisting

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

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

Class Format: seminar
Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 20
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Attributes: EXPE Experiential Education Courses; FMST Related Courses; LATS Comparative Race + Ethnic Studies Electives
Not offered current academic year

WGSS 25 (W) Community Mobilization in Senegal for Public Health and Economic Empowerment
This class will take a group of 6 students to Senegal to learn about successes and challenges in grassroots organizing, with a focus on the interrelated areas of public health--especially HIV and AIDS--women's rights, and economic empowerment, including through cooperatives. We will build on established relationships in Senegal, where the instructor has taken several groups of students since 2006. That country has many lessons to teach, as a majority Muslim culture with a female Prime Minister where women have created and continue to build cooperatively owned enterprises, a West African country that has consistently kept the rate of HIV prevalence under 1%, and a diverse culture with a democratic tradition of tolerance, even celebration of ethnic difference. Our hosts, ACI's Baobab Center, have a strong record of working with visiting scholars and students to teach them local languages and orient them to Senegalese culture, as well as a deep and well-respected history of capacity-building work with local groups working on HIV, public health, women's rights, and LGBTQ issues. We will spend our first week in Dakar, the capital, with students doing homestays with Senegalese families. We will attend Wolof classes and lectures on local issues as well as visiting NGOs. In our second week we will move inland to the town of Kaolack, where we will be hosted by the Association pour la Promotion de la Femme Sénégalaise, a 30-year-old group with an extensive record of empowerment of village women through strategies ranging from small-scale credit to popular education and theater.

Requirements: Before we leave campus, each student will choose a particular focus for the trip, and do preliminary research to inform their visit--including comparative material about the US. Upon our return to campus we will meet to discuss our findings, and students will write 10-page papers drawing upon existing research as well as our conversations and experiences in Senegal.
Class Format: travel
Requirements/Evaluation: 10-page paper
Prerequisites: none; not open to first-year students
Enrollment Limit: 6
Enrollment Preferences: preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment
Materials/Lab Fee: $3,892
Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019
TVL Section: 01 TBA Kiaran Honderich

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE) (WI)
Crosslistings: SCST370 / ANTH371 / WGSS371
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

**Class Format:** seminar

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distribution Notes:** DPE: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering. WI: This class includes; weekly writing exercises and monthly 'writing chats' with instructor.

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

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Fall 2018

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