Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders’ legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog for the full list of elective offerings in a given year.

**LEADERSHIP STUDIES—TRADITIONAL TRACK**

The introductory course:
- LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on ethical issues related to leadership, typically:
- PHIL 119(S) Justice, Democracy and Freedom: Plato with Footnotes
  - Taught by: Jana Sawicki
  - Catalog details
- PSCI 203(F, S) Introduction to Political Theory
  - Taught by: Nimu Njoya, Mark Reinhardt
  - Catalog details

Two core courses dealing with specific facets or domains of leadership, such as:
- ARTH 501 / LEAD 301 / ARTH 303(S) Museums: History and Practice
  - Taught by: Michael Conforti
  - Catalog details
- ASTR 240 / HSCI 240 / LEAD 240 / SCST 240 Great Astronomers and Their Original Publications
  - Taught by: Jay Pasachoff
  - Catalog details
- CLAS 323 / HIST 323 / LEAD 323 From Achilles to Alexander: Leadership and Community in Ancient Greece
  - Taught by: Kerry Christensen
  - Catalog details
- HIST 111 / ARAB 111 / LEAD 150 Movers and Shakers in the Middle East
  - Taught by: Magnús Bernhardsson
  - Catalog details
- HIST 207 / GBST 101 / ARAB 207 / LEAD 207 / JWST 217 / REL 239(F) The Modern Middle East
  - Taught by: Magnús Bernhardsson
  - Catalog details
- Lead 205 / PSCI 212(S) From Tocqueville to Trump: Leadership and the Making of American Democracy
  - Taught by: Mason Williams
  - Catalog details
- LEAD 212 / HIST 393(S) Sister Revolutions in France and America
  - Taught by: Susan Dunn
LEAD 285 / PSCI 285 / HIST 354(F) The Revolutionary Generation: Galaxy of Leaders
   Taught by: Susan Dunn

LEAD 293 / PSCI 293(F) Leadership and Political Change
   Taught by: Chris Gibson

LEAD 302 / PSCI 302 Leadership in a Global World
   Taught by: Howard Dean

LEAD 320 / PSCI 320 Heroes and Villains: Iconic Leadership and the Politics of Memory
   Taught by: Mason Williams

LEAD 402(F) The Art of Presidential Leadership
   Taught by: Susan Dunn

PSCI 206 T / LEAD 206 Dangerous Leadership in American Politics
   Taught by: Nicole Mellow

PSCI 215 / LEAD 215(S) Race and Inequality in the American City
   Taught by: Mason Williams

PSCI 216 / LEAD 216 American Constitutionalism I: Structures of Power
   Taught by: Justin Crowe

PSCI 217 / LEAD 217 American Constitutionalism II: Rights and Liberties
   Taught by: Justin Crowe

PSCI 218 / LEAD 218 The American Presidency
   Taught by: Nicole Mellow

PSCI 312 T / LEAD 312 American Political Thought
   Taught by: Justin Crowe

PSCI 314 / LEAD 314(S) How Change Happens in American Politics
   Taught by: Nicole Mellow

PSCI 327 / LEAD 327 Leadership and Strategy
   Taught by: Galen E Jackson

PSCI 332 / LEAD 332(F) New York City Politics from the Blackout to Bloomberg
   Taught by: Mason Williams

PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
   Taught by: George Crane

PSCI 355 T / LEAD 355 American Realism: Kennan, Kissinger and the American Style of Foreign Policy
   Taught by: James McAllister

PSCI 367 / LEAD 367(S) The Politics of American National Security
   Taught by: Chris Gibson

One Leadership Studies Winter Study course (listed separately in the catalog)
Capstone course:
   LEAD 402 The Art of Presidential Leadership

LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK
An introductory course:
   HIST 262 The United States and the World, 1776 to 1914
   HIST 263 The United States and the World, 1914 to the Present
   PSCI/LEAD 120 America and the World
One required course on issues related to American domestic leadership, such as:

**LEAD 205 / PSCI 212(S) From Tocqueville to Trump: Leadership and the Making of American Democracy**
- Taught by: Mason Williams
- Catalog details

**LEAD 285 / PSCI 285 / HIST 354(F) The Revolutionary Generation: Galaxy of Leaders**
- Taught by: Susan Dunn
- Catalog details

**LEAD 293 / PSCI 293(F) Leadership and Political Change**
- Taught by: Chris Gibson
- Catalog details

**LEAD 302 / PSCI 302 Leadership in a Global World**
- Taught by: Howard Dean
- Catalog details

**LEAD 320 / PSCI 320 Heroes and Villains: Iconic Leadership and the Politics of Memory**
- Taught by: Mason Williams
- Catalog details

Three required courses dealing with specific facets of American foreign policy leadership, such as:

**HIST 263 / LEAD 261 The United States and the World, 1898 to the Present**
- Taught by: Jessica Chapman
- Catalog details

**HIST 388(F) Decolonization and the Cold War**
- Taught by: Jessica Chapman
- Catalog details

**HIST 389 / ASST 389 / LEAD 389 The Vietnam Wars**
- Taught by: Jessica Chapman
- Catalog details

**PSCI 225 / LEAD 225(F) International Security**
- Taught by: Galen E Jackson
- Catalog details

**PSCI 262 / HIST 261 / LEAD 262 America and the Cold War**
- Taught by: Robert McMahon
- Catalog details

**PSCI 266 The United States and Latin America**
- Taught by: James Mahon
- Catalog details

One capstone course:

**LEAD 402 The Art of Presidential Leadership**

PSCI/LEAD 327 Leadership and Strategy

PSCI/LEAD 365 U.S. Grand Strategy (W)
PSCI/LEAD 367 The Politics of American National Security

(There is no winter study component to the American Foreign Policy Leadership track.)

Students should check with the program chair to see if other courses not listed here might count as electives.

HONORS IN LEADERSHIP STUDIES

Although there currently is no Honors route in the Leadership Studies program, it often is possible for students pursuing the concentration to undertake an Honors project within their major disciplines on topics that enables them to develop and explore their interests in Leadership Studies. Faculty in the program are happy to discuss this possibility with concentrators and to help them develop suitable Honors thesis topics. In some cases, depending on the topic and the department involved, a faculty member in the program might also be able to serve as an official or unofficial co-supervisor for an Honors project in another discipline.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, not formally, but it is not been an issue yet. To the best of my knowledge, students have requested one course be counted toward the concentration at most.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Introductory course, Winter Study course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The Introductory course has historically been taught only in the fall.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

LEAD 120  (S)  America and the World

Cross-listings:  PSCI 120  GBST 101  LEAD 120

Secondary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion
LEAD 120 (D2) GBST 101 (D2) LEAD 120 (D2)
Attibutes: PSCI International Relations Courses
Not offered current academic year

LEAD 125 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies
Cross-listings: PSCI 125 LEAD 125

Primary Cross-listing
This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality-can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include anti-slavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

Class Format: discussion
Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first-year students and sophomores
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Unit Notes: subfield open in Political Science major
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 125 (D2) LEAD 125 (D2)

LEAD 127 (S) America First? The Trump Era and the Future of World Politics
Cross-listings: LEAD 127 PSCI 127
Secondary Cross-listing
"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindberg in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal international internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique
about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

Class Format: lecture

Requirements/Evaluation: two analytical essays, short response papers, and final group project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: potential political science majors and leadership studies concentrators (foreign policy track)

Expected Class Size: 20

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 127 (D2) PSCI 127 (D2)

Attributes: PSCI International Relations Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm James McAllister, Chris Gibson

LEAD 150 (F) Movers and Shakers in the Middle East

Cross-listings: HiST 111 ARAB 111 LEAD 150

Secondary Cross-listing

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Maftouz, and Huda Shaarawi.

Requirements/Evaluation: class participation, short essays, and a final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 111 (D2) ARAB 111 (D2) LEAD 150 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: PSCI 212 LEAD 205

Primary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders
such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

LEAD 206 (F) Dangerous Leadership in American Politics

Cross-listings: LEAD 206 PSCI 206

Secondary Cross-listing

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well--whether in the presidency, the parties, social movements, organizations, or local communities--are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention--as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 10
LEAD 206 (D2) PSCI 206 (D2)

Attributes: LEAD American Domestic Leadership  LEAD Facets or Domains of Leadership  PSCI American Politics Courses

Not offered current academic year

LEAD 207  (F)  The Modern Middle East  (DPE)

Cross-listings:  HIST 207  ARAB 207  GBST 101  REL 239  LEAD 207  JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and cultural domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled
Expected Class Size: 30-40
Grading: yes pass/fail option, yes fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes:  GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Fall 2019
LEC Section: 01  TF 1:10 pm - 2:25 pm  Magnús T. Bernhardsson

LEAD 212  (S)  Sister Revolutions in France and America

Cross-listings:  HIST 393  LEAD 212

Primary Cross-listing

In the late-eighteenth century, two revolutions burst forth—they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on three papers, several class presentations, and active participation in class discussions
Prerequisites: none
LEAD 215 (S) Race and Inequality in the American City

Cross-listings: LEAD 215  PSCI 215

Secondary Cross-listing
In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Class Format: seminar
Requirements/Evaluation: class participation; several short essays and a longer paper with presentation
Prerequisites: none

LEAD 216 (F) American Constitutionalism I: Structures of Power

Cross-listings: LEAD 216  PSCI 216

Secondary Cross-listing
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on
structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendency of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

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

Distributions: (D2)

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

LEAD 216 (D2) PSCI 216 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

LEAD 217 (S) American Constitutionalism II: Rights and Liberties

Cross-listings: LEAD 217 PSCI 217

Secondary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

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

Distributions: (D2)

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

LEAD 217 (D2) PSCI 217 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

LEAD 218 (S) The American Presidency
Cross-listings: LEAD 218  PSCI 218

Secondary Cross-listing

To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Class Format: discussion

Requirements/Evaluation: one exam, two short to medium length papers, small group projects, and class participation

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 35

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

Distributions: (D2)

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

LEAD 218 (D2) PSCI 218 (D2)

Attributes: LEAD American Domestic Leadership  LEAD Facets or Domains of Leadership  POEC U.S. Political Economy + Public Policy Course  PSCI American Politics Courses

Not offered current academic year

LEAD 225 (F) International Security

Cross-listings: LEAD 225  PSCI 225

Secondary Cross-listing

This course deals with basic questions about war and peace. What are the major causes of war? Why do leaders choose to use violence in the pursuit of political objectives? How does the threat of war shape international politics and diplomatic outcomes? How are wars fought? What are their consequences? And why do states sometimes seek to cooperate to achieve their objectives and other times settle disputes through force or the threat of force? To address these questions, this course covers a number of specific topics: the causes, conduct, and consequences of the two world wars; the origins, course, and end of the Cold War; the influence of nuclear weapons on international security; regional conflicts and rivalries; regime type and international conflict; alliances and patron-client relationships; diplomacy; crisis decision-making; asymmetric conflicts; and great power politics, grand strategy, and international order.

Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

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

Distributions: (D2)

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

LEAD 225 (D2) PSCI 225 (D2)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives  LEAD American Foreign Policy Leadership  PSCI International Relations Courses
LEAD 240  (F)  Great Astronomers and Their Original Publications

**Cross-listings:** LEAD 240  HSCI 240  ASTR 240  SCST 240

**Secondary Cross-listing**

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johann Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

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

**Distributions:** (D3)

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

LEAD 240 (D3) HSCI 240 (D2) ASTR 240 (D3) SCST 240 (D2)

**Attributes:** LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 261  (F)  The United States and the World, 1898 to the Present

**Cross-listings:** LEAD 261  HIST 263

**Secondary Cross-listing**

This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendance to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, pop quizzes, short papers, a midterm exam, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first- and second-year students, then History majors

**Expected Class Size:** 25-30

**Grading:** yes pass/fail option, yes fifth course option
LEAD 262  (F) America and the Cold War
Cross-listings:  PSCI 262  HIST 261  LEAD 262

Secondary Cross-listing
This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion
Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments
Prerequisites: none; PSCI 202 is recommended but not required
Enrollment Limit: 19
Enrollment Preferences: Political Science majors and Leadership Studies concentrators

LEAD 285  (F) The Revolutionary Generation: Galaxy of Leaders
Cross-listings:  PSCI 285  LEAD 285  HIST 354

Primary Cross-listing
The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar
Enrollment Limit: 12
Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 293 (F) Leadership and Political Change

Cross-listings: LEAD 293 PSCI 293

Primary Cross-listing
This course will examine the foundations of effective political leadership --- both transformational and evolutionary. It will balance theory and practice, case studies and student exploration to better understand how political change and policy reform is enacted in a representative democracy. The course begins with a framework to evaluate leadership, transitions to examining the importance of vision in effecting political change, moves to an in-depth look at effective communicative strategies and mobilization techniques required to realize that change, and concludes with an assessment of the prospects for leadership in the current political landscape. We will cover presidential, congressional, and military leadership and include prominent guest speakers from the world of American politics.

Class Format: discussion

Requirements/Evaluation: two 7- to 8-page analytic essays, one 12- to 15-page analytic essay, and class participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LEAD concentrators and PSCI majors

Expected Class Size: 20

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

Distributions: (D2)

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

LEAD 293 (D2) PSCI 293 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

LEAD 301 (S) Museums: History and Practice

Cross-listings: LEAD 301 ARTH 303 ARTH 501

Secondary Cross-listing
Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in the institutions of our time. The seminar will focus on museums past and present internationally as it also considers the future of museums, doing so as it examines governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues associated with the repatriation and restitution of cultural property. The course will consider current trends in exhibition, public education and other programming in art museums that range in size and type from the "encyclopedic" or "universal" to newly established contemporary arts institutions and alternative spaces. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Class Format: lecture and discussion in seminar format

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 10
Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates

Expected Class Size: 10

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

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 301 (D2) ARTH 303 (D1) ARTH 501 (D1)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2020
SEM Section: 01 T 1:10 pm - 3:50 pm Michael Conforti

LEAD 302 (S) Leadership in a Global World

Cross-listings: LEAD 302 PSCI 302

Primary Cross-listing

The events and forces of the twenty-first century have fundamentally challenged our previous assumptions of how individuals relate to one another and how societal progress occurs—that is to say, of how leadership occurs in a global world. In this course we will explore different styles of leadership, followership, failure, and team-building. Over the course of the semester, we will consider topics ranging from teaching to politics, civil society to social media, all with an eye toward how individuals engage with the teams they seek to lead as well as how they engage in both short- and long-term thinking to avoid obstacles, mobilize support, and accomplish their goals. Since leadership is a phenomenon relevant to all individuals and all paths, the course will also include introspection and self-analysis of one’s own capacities and weaknesses around the core questions and dilemmas of leadership.

Requirements/Evaluation: three 2-page memos, 5-page midterm essay, 25-page final paper, class presentation, and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators and potential concentrators

Expected Class Size: 19

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 302 (D2) PSCI 302 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 311 (F) Congress

Cross-listings: PSCI 311 LEAD 311

Secondary Cross-listing

In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote—or hinder—the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Requirements/Evaluation: class participation, several short papers, and a 20-page research paper

Prerequisites: PSCI 201 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors with American Politics concentration and Leadership Studies concentrators
LEAD 312 (S) American Political Thought

Cross-listings: LEAD 312 PSCI 312

Secondary Cross-listing
From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination.

Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and prospective majors

Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 312 (D2) PSCI 312 (D2)

Attributes: AMST Critical and Cultural Theory Electives LEAD Facets or Domains of Leadership PHIL Related Courses PSCI American Politics Courses PSCI Political Theory Courses

Not offered current academic year

LEAD 314 (S) How Change Happens in American Politics

Cross-listings: LEAD 314 PSCI 314

Secondary Cross-listing
Does the rise of Donald Trump signal something new in the U.S.? How unprecedented is the current political moment? What might we expect to come next? From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)--and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"--or, unlike other countries--as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.
LEAD 314 (D2) PSCI 314 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

LEAD 320  (F)  Heroes and Villains: Iconic Leadership and the Politics of Memory

Cross-listings: LEAD 320  PSCI 320

Primary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation’s past. Does Thomas Jefferson’s statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman’s portrait replace Andrew Jackson’s on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders’ images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious—or has it always been contentious? What’s really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history—including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 19

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

Distributions: (D2)

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

LEAD 320 (D2) PSCI 320 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Not offered current academic year

LEAD 323  (F)  From Achilles to Alexander: Leadership and Community in Ancient Greece

Cross-listings: CLAS 323 LEAD 323 HIST 323

Secondary Cross-listing

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging
subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the “tyrants” who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

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

Distributions: (D1)

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

CLAS 323 (D1) LEAD 323 (D2) HIST 323 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 325  (S)  The Roosevelt Style of Leadership

Cross-listings:  HIST 358  LEAD 325

Primary Cross-listing

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Class Format: seminar

Requirements/Evaluation: evaluation based on participation in class discussions, oral reports, two research papers

Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science

Expected Class Size: 15

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

Distributions: (D2)

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

HIST 358 (D2) LEAD 325 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01    W 1:10 pm - 3:50 pm     Susan Dunn
LEAD 327 (S) Leadership and Strategy

Cross-listings: LEAD 327 PSCI 327

Secondary Cross-listing

This class is about the role of leaders and statecraft in international relations. In particular, this course examines the relationship between political and military objectives. The aim is to identify and analyze the principal structural and situational constraints--both foreign and domestic--that limit leaders' freedom of action, and which they must manage effectively to achieve their diplomatic and military goals. The course integrates theoretical perspectives related to a range of international security issues--including the causes of war, alliance politics, nuclear strategy, deterrence, coercion, reassurance, misperception, and credibility concerns--with illustrative case studies of decision-makers in action. The basic structure of the class is interdisciplinary; the goal of this approach is to utilize key conceptual arguments to gain greater leverage for the examination of major historical decisions in national security policy. Students will be asked to analyze and evaluate the strategic choices we examine, as well as the process by which they were reached. The primary objective of the course is for students to improve dramatically their understanding of the role of leaders and strategic choice in international relations.

Class Format: seminar

Requirements/Evaluation: active class participation, two 6-8 page papers, and a final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science Majors and Leadership Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 327 (D2) PSCI 327 (D2)

Attributes: LEAD Facets or Domains of Leadership PSCI International Relations Courses

Not offered current academic year

LEAD 332 (F) New York City Politics from the Blackout to Bloomberg (WS)

Cross-listings: LEAD 332 PSCI 332

Secondary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

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

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 332 (D2) PSCI 332 (D2)
Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses PSCI Research Courses

Fall 2019
SEM Section: 01    TF 1:10 pm - 2:25 pm    Mason B. Williams

LEAD 336  (S)  Science, Pseudoscience, and the Two Cultures
Cross-listings: ASTR 336 LEAD 336 HSCI 336

Secondary Cross-listing
A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in Fads and Fallacies in the Name of Science, and using such recent journals as The Skeptical Inquirer and The Scientific Review of Alternative Medicine, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's Arcadia and Michael Frayn's Copenhagen.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
ASTR 336 (D3) LEAD 336 (D3) HSCI 336 (D3)
Not offered current academic year

LEAD 348  (S)  The Black Radical Tradition
Cross-listings: AFR 348 PSCI 348 LEAD 348

Secondary Cross-listing
The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and
humanism; meaning of “radical”; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 348 (D2) PSCI 348 (D2) LEAD 348 (D2)

Attributes: AFR Core Electives PSCI Political Theory Courses

Not offered current academic year

LEAD 355 (S) American Realism: Kennan, Kissinger and the American Style of Foreign Policy

Cross-listings: LEAD 355 PSCI 355

Secondary Cross-listing

George Kennan is widely considered to be the author of the containment strategy that ultimately won the Cold War. Henry Kissinger served as National Security Advisor and Secretary of State. In addition to their distinguished careers in government, both men have published well regarded and popular scholarship on various aspects of American foreign policy, international relations, and nuclear weapons. This tutorial will first examine the nature of their relationship to both Realist and Wilsonian perspectives on American foreign relations. We will then examine their experiences as strategists and policymakers during the most crucial moments of the Cold War. One of the key questions we will seek to answer is why Kennan and Kissinger disagreed on so many important issues, ranging from the Vietnam War to the role of nuclear weapons, despite their shared intellectual commitment to Realism. Finally, we will also examine some of the more recent biographies of both men, including John Lewis Gaddis’s Pulitzer prize-winning George F. Kennan: An American Life and Niall Ferguson’s Kissinger: 1923-1968: The Idealist.

Class Format: tutorial

Requirements/Evaluation: five 6-page papers, five 2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors, Leadership Studies concentrators (foreign policy track), and History majors.

Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 355 (D2) PSCI 355 (D2)

Attributes: LEAD Facets or Domains of Leadership LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

LEAD 360 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: LEAD 360 PHIL 360 PSCI 370 AFR 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination
of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

LEAD 360 (D2) PHIL 360 (D2) PSCI 370 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

LEAD 367 (S) The Politics of American National Security

Cross-listings: LEAD 367 PSCI 367

Secondary Cross-listing

Liberal democracies face the challenge of establishing effective civil-military relations in order to protect and promote their cherished way of life while preserving civilian control of the armed forces. A lot is at stake in getting it right -- everything from national survival to the preservation of liberty. In the process, countries must decide on policies for the armed forces: should they be forced to adopt the values of the society they protect, and should the military be used to drive social change in the country? This course provides an extensive examination of American civil-military relations from the Founding era to the current day. The constitutional, legal, and theoretical frameworks for civil-military relations are explored to set the conditions for students to assess contemporary US grand strategy and the merits and consequences (including moral-ethical) of using military force to achieve political ends. The course concludes with a section on the future of American civil-military relations.

Class Format: seminar

Requirements/Evaluation: three analytical essays (3500 words each) and class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: PSCI majors and LEAD concentrators

Expected Class Size: 18

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

Distributions: (D2)

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

LEAD 367 (D2) PSCI 367 (D2)

Attributes: LEAD Facets or Domains of Leadership LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Gibson
LEAD 369  (S) The Crisis of Leadership

Cross-listings:  PSCI 369  LEAD 369

Primary Cross-listing

It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a “crisis of leadership.” In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment—an “anti-leadership insurgency” which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Requirements/Evaluation: class participation, regular response papers, research proposal, research paper; this is a research course; the primary written assignment will be a research paper which students will develop over the course of the semester

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors, Leadership Studies concentrators

Expected Class Size: 14

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

Distributions: (D2)

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

PSCI 369 (D2) LEAD 369 (D2)

Attributes: LEAD American Domestic Leadership

Not offered current academic year

LEAD 382  (F) The Great War, 1914-1918

Cross-listings:  LEAD 382  HIST 482

Secondary Cross-listing

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual “progress” of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Requirements/Evaluation: paper or critique every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: senior History Majors

Expected Class Size: 10

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

Distributions: (D2)

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

LEAD 382 (D2) HIST 482 (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year
LEAD 389 (S) The Vietnam Wars

Cross-listings: HIST 389 LEAD 389 ASST 389

Secondary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 15-20

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

Distributions: (D2)

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

HIST 389 (D2) LEAD 389 (D2) ASST 389 (D2)

Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

LEAD 397 (F) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

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

Distributions: (D2)

Fall 2019

IND Section: 01 TBA James McAllister

LEAD 398 (S) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

Class Format: independent study

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

Distributions: (D2)

Spring 2020

IND Section: 01 TBA James McAllister

LEAD 402 (F) The Art of Presidential Leadership

In this seminar, we will focus on the leadership skills, strategies, successes and failures of some of the greatest American presidents--Washington, Jefferson, Theodore Roosevelt, FDR, Reagan--as well as some of the most controversial--Lyndon Johnson and Nixon. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals and assemble their leadership teams? How did they mobilize followers and connect with them? What challenges did they face and what principles guided them? What
failures did they meet and why? Readings will include correspondence, speeches, and biographies. Students will make extensive use the Proquest data base of historical newspapers to study history as it was being made.

Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions

Prerequisites: LEAD 125 or permission of instructor

Enrollment Limit: 15

Expected Class Size: 15

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

Distributions: (D2)

Attributes: LEAD Facets or Domains of Leadership
Federal Court of Appeals. He has taught the Mock Trial Winter Study Course in 6 prior years and has enjoyed the opportunity to work with his students. Adjunct Instructor Bio: Steve Brown graduated from Williams in 1971. After graduating from Villanova Law School where he was Editor-in-Chief of the Law Review, Steve has been a litigator and trial lawyer for 40 years concentrating his practice in white-collar criminal defense and civil rights. He was a partner at Dechert LLP from 1991 to 2016, when he retired and became Civil Rights Counsel to the firm. He has spent much of his career doing pro bono work including representing Guantanamo Bay detainees and people and prisoners whose constitutional rights have been violated. Steve has represented or supervised young lawyers at Dechert in over 150 prisoner civil rights cases, including 40 trials in federal courts

Requirements/Evaluation: final project or presentation; two trials presented by the students
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: preference to upperclass students
Grading: pass/fail only

Winter 2020
LEC Section: 01 MT 10:00 am - 12:50 pm David C. Olson, Stephen D. Brown

LEAD 16 (W) Speechwriting as Craft and Career
Cross-listings: PSCI 16 LEAD 16
Secondary Cross-listing
Whether your ideal is Reverend Martin Luther King, Jr., telling Americans "I have a dream" or Ronald Reagan ordering Mikhail Gorbachev to "tear down this wall!", speeches can change cultures or minds, move a nation or a single human heart. This writing-intensive course will introduce you to the history and importance of speechwriting and rhetoric, provide you with direct experience writing and delivering speeches, and introduce you to career possibilities in speechwriting and related fields. Our course materials, professional guests and class discussions will consider diverse rhetorical traditions within the U.S. and around the world. The modern profession of speechwriting involves much more than writing remarks for someone using a podium or teleprompter. It may include developing a TED Talk, producing a video, writing social media posts or ghostwriting op-eds and even memoirs (!). That's because speechwriters at their best are more than writers: They're trusted advisors on the art of persuasive communication, and of leadership more generally. Whether you want to develop your own public speaking skills or write for a politician, CEO, or cultural leader, this class will teach you about poetics, persuasion, and the pretty peculiar principles involved in writing words that another human being will be credited (or blamed) for—not to mention a sense of the career opportunities in politics, education, the arts and industry. The course will meet 3x/week for 2 hours at a time. Work outside class-including readings, film viewings, writing assignments and associated research, rehearsal of speeches, etc.—will require another 20 hours per week. During the course all students will be expected to write and deliver multiple speeches. Adjunct Instructor Bio: Jim Reisch is Chief Communications Officer at Williams College.

Requirements/Evaluation: final project or presentation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: at the discretion of the instructor
Grading: pass/fail only
Materials/Lab Fee: approximately $40 for books
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 16 LEAD 16

Winter 2020
LEC Section: 01 MW 1:00 pm - 3:50 pm Jim Reische

LEAD 18 (W) Wilderness Leadership in Emergency Care
This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to
successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification. The course runs 9 consecutive days straight from 9AM - 5PM. The instructor will be provided by SOLO (Stonehearth Open Learning Opportunities).

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

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

Grading: pass/fail only

Materials/Lab Fee: $450

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Scott A. Lewis

LEAD 19 (W) The Restless Collection

Cross-listings: INTR 19 LEAD 19 ARTS 19 ARTH 19

Secondary Cross-listing

The Restless Collection, led by San Francisco-based independent curator Jordan Stein with curatorial staff from the Williams College Museum of Art (WCMA), investigates the WCMA permanent collection and other regional art collections as resources for the Williams College community and beyond. With an eye toward the coming Presidential election and ideas of resistance, agitation, and power, students will conduct both a broad survey of the WCMA collection and in-depth case studies of several artworks. The course's final project includes generating a speculative exhibition proposal against the backdrop of the current political moment. Fundamental questions include: How is an art collection assembled, let alone maintained and mediated? How is a collection evidence of a certain philosophy or proof of a particular position? Should collecting habits change in times of significant political disquiet? What is an exhibition and who governs the terms of its engagement? How has the form been activated not only by curators, but also by artists as a poem, proposal, or declaration? Through reading, dialogue, and hands-on learning, we develop strategies for how to dust off, contextualize, and re-contextualize complex collection artworks in public art galleries by employing "the exhibition" as a vehicle for ideas. The course further offers the chance to collaborate with WMCA and WC staff, including representatives from various departments, including archives, curatorial, collections, engagement, digital media, installation/preparation, and more. Potential site visits include Hancock Shaker Village, Bennington Museum, Williamstown Historical Society, and other special meetings. Adjunct Instructor Bio: Jordan Stein is an independent curator and collaborator with an interest in expanded models and methods of exhibition-making, over-looked and under-sung histories of art, and linking the past and present through the varied presentation of critical objects, non-objects, and ideas. He has organized exhibitions in a variety of institutions and scales, including the Berkeley Art Museum and Pacific Film Archive, Artists Space (New York), Matthew Marks Gallery (New York), the Renaissance Society (Chicago), The Glass House (New Canaan, CT), and San Francisco City Hall. He is a co-founder of the interdisciplinary collaborative group Will Brown, which realized over three dozen exhibitions and programs in their Mission District storefront from 2012-2015 before working parasitically with other organizations. He founded Cushion Works, a just-in-time gallery on the second floor of an active cushion-making workshop, in 2017. With Will Brown, he is the author of Bruce Conner: Brass Handles, and with Jason Fulford is the editor of Where to Score, a collection of hippie-era classified advertisements. Please see http://jordanstein.com/ for more information.

Class Format: workshop/seminar

Requirements/Evaluation: exhibition proposal

Prerequisites: keen interest in museums, art collections and culture

Enrollment Limit: 8

Enrollment Preferences: random selection

Grading: pass/fail only

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

INTR 19 LEAD 19 ARTS 19 ARTH 19

Winter 2020

LEC Section: 01 MTR 10:00 am - 12:50 pm Jordan Stein
LEAD 20 (W) "Real" World Problem Solving

Cross-listings: PSCI 20 LEAD 20

Secondary Cross-listing

This course will introduce you to tools and techniques to solve problems for impact not in the classroom, but in the White House Situation Room, the corporate board room, and even a forward operating base. We will focus on how to define and structure policy or strategy problems, and then identify and test hypotheses for impact. We will explore the necessity of using pragmatic "mental models" to inform our analyses and decision making. Along the way, we will explore cognitive biases, implementation challenges, and techniques to manage them. The best recommendations only come to life through compelling communication. We will build these skills, therefore, through "real" life exercises. These will include drafting talking points for a "principal" (e.g., the President, Secretary of State, a CEO, or a Governor), preparing a policy or strategy memo, and developing a compelling PowerPoint briefing for a senior executive audience. Case studies will provide the foundation for many class discussions. The class will be "tri-sector"-open to examples from the private, government, and nonprofit sectors. Source material will include: Graham Allison and Philip Zelikow, The Essence of Decision: Explaining the Cuban Missile Crisis (2nd edition); Richard Haass, The Bureaucratic Entrepreneur: How to be Effective in Any Unruly Organization; Richard Neustadt and Ernest May, Thinking in Time: The Uses of History for Decision Makers; Michael Lewis, The Undoing Project: A Friendship that Changed Our Minds; select podcasts and journal articles; and three films "Thirteen Days," "Moneyball," and "The Big Short." Assessment: class participation; final memo (5-8 pages) and class presentation on a real world issue. Adjunct Instructor Bio: Drew Erdmann ’88 is Chief Operating Officer of the State of Missouri with responsibility for managing the ~50,000 employee, $28 billion enterprise. After receiving his PhD in American History, Drew’s career included government service with the State Department, Defense Department in Iraq, and White House, and over a decade with the global consultancy McKinsey & Company where his experience spanned the retail, media, energy, aerospace & defense industries, and the public and nonprofit sectors.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: preference for juniors and sophomores; students will have to send brief memo explaining why they are interested in course, with their resume

Grading: pass/fail only

Materials/Lab Fee: $20 and cost of books

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

PSCI 20 LEAD 20

Winter 2020

LEC Section: 01 Cancelled

LEAD 21 (W) Wilderness Leadership and Outdoor Skills Development

This Winter Study course is for students who would like to participate in a nationally recognized outdoor skills program, in example NOLS (National Outdoor Leadership School) or Outward Bound program. The individual student would meet with the current Director of the Williams Outing Club to identify a program that best fits the student’s needs and meets the minimum criteria of at least a 14 day instructed program. The potential student would also meet to discuss the educational goals of learning about leadership and group dynamics in a wilderness setting.

Requirements/Evaluation: final project or presentation

Prerequisites: none; not open to first-year student

Enrollment Limit: none

Enrollment Preferences: none

Grading: pass/fail only

Materials/Lab Fee: varies, depending on the program

Winter 2020

LEC Section: 01 TBA Scott A. Lewis
LEAD 22 (W) Outdoor Emergency Care

Cross-listings: SPEC 22 LEAD 22

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 12

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

Grading: pass/fail only

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

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

SPEC 22 LEAD 22

Attributes: EXPE Experiential Education Courses

Winter 2020

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

LEAD 99 (W) Independent Study: Leadership Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01    TBA    James McAllister