

LEADERSHIP STUDIES (Div II)

Chair: Professor Justin Crowe

Advisory Committee

- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Justin Crowe, Chair of Leadership Studies and Professor of Political Science; affiliated with: Political Science, Leadership Studies
- James McAllister, Fred Greene Third Century Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Nicole E. Mellow, Chair and Ephraim Williams Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Mason B. Williams, Associate Professor of Leadership Studies and Political Science; affiliated with: Leadership Studies, Political Science

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, the curriculum addresses a number of questions. How do we define leadership? What are the bases of leaders' legitimacy in different historical contexts? How should we understand the variation between leaders emerging through tradition, charisma, and legal sanction? How do different types of leaders exercise and maintain their authority? What are the distinctive habits of mind of leaders in different cultural settings? What are the moral dilemmas that leaders across all settings face? What are the typical challenges to established leadership? 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 and contact the chair if they wish to suggest additional courses that might count toward the concentration.

LEADERSHIP STUDIES—TRADITIONAL TRACK

The introductory course:

LEAD/PSCI 155 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on ethical issues related to leadership, typically:

[PHIL 119\(F\) SEM Why Obey the Law? On Democracy and Justice](#)

Taught by: [Jana Sawicki](#)
[Catalog details](#)

[PSCI 130\(F, S\) SEM Introduction to Political Theory](#)

Taught by: [Nimu Njoya](#), [Laura Ephraim](#)
[Catalog details](#)

Two core courses dealing with specific facets or domains of leadership, such as:

[ARTH 501 / LEAD 301 / ARTH 401\(S\) SEM Museums: History and Practice](#)

Taught by: [Michael Conforti](#)
[Catalog details](#)

[ASTR 240 / LEAD 240 / STS 240 SEM Great Astronomers and Their Original Publications](#)

Taught by: [Kevin Flaherty](#)
[Catalog details](#)

[HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239\(F\) LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)

[LEAD 205 / PSCI 212\(S\) LEC From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)
[Catalog details](#)

[LEAD 320 / PSCI 320 SEM Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[LEAD 425 / PSCI 414\(S\) SEM Senior Seminar: Leadership and the Anxieties of Democracy](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 215 / LEAD 215 SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 216 / LEAD 216\(S\) LEC American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 217 / LEAD 217 LEC American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 218 / LEAD 218\(S\) SEM The American Presidency](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 310 / LEAD 332\(F\) SEM New York City Politics: The Urban Crisis to the Pandemic](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 312 / LEAD 312 TUT American Political Thought](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 314 / LEAD 314 TUT How Change Happens in American Politics](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 345 / ASIA 345\(F\) SEM The Meaning of Life and Politics in Ancient Chinese Thought](#)

Taught by: [George Crane](#)

[Catalog details](#)

One Leadership Studies Winter Study course (listed separately in the catalog)

Capstone course:

LEAD 425 Leadership and the Anxieties of Democracy

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

LEAD/PSCI 155 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on issues related to American domestic leadership, such as:

[LEAD 155 / PSCI 155\(F\) SEM Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[LEAD 205 / PSCI 212\(S\) LEC From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[LEAD 320 / PSCI 320 SEM Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 218 / LEAD 218\(S\) SEM The American Presidency](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 310 / LEAD 332\(F\) SEM New York City Politics: The Urban Crisis to the Pandemic](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

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

[HIST 388\(F\) SEM Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)
[Catalog details](#)
[HIST 389 / ASIA 389 / LEAD 389 SEM The Vietnam Wars](#)

Taught by: [Jessica Chapman](#)
[Catalog details](#)
[PSCI 225 / LEAD 225\(S\) LEC International Security](#)

Taught by: [Galen E Jackson](#)
[Catalog details](#)
[PSCI 262 / HIST 261 / LEAD 262 LEC America and the Cold War](#)

Taught by: TBA
[Catalog details](#)
[PSCI 266 LEC The United States and Latin America](#)

Taught by: [James Mahon](#)
[Catalog details](#)
[PSCI 364 TUT Noam Chomsky and the Radical Critique of American Foreign Policy](#)

Taught by: [James McAllister](#)
[Catalog details](#)

One capstone course:

- LEAD/PSCI 327 Leadership and Strategy
- LEAD 330/PSCI 420 The Nuclear Revolution
- LEAD/PSCI 365 U.S. Grand Strategy
- PSCI 361 The CIA and American Foreign Policy
- LEAD 425 Leadership and the Anxieties of Democracy

(There is no official Winter Study component to the American Foreign Policy Leadership track; students who wish to count a Winter Study course toward that track should contact the chair.)

For either 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 program chair.

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?

Not formally, but, typically, one course per semester abroad is counted toward the concentration.

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: the introductory course and the senior capstone.

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 one semester (usually 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 155 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

Cross-listings: PSCI 155

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 antislavery 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.

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 155(D2) LEAD 155(D2)

Attributes: LEAD American Domestic Leadership

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

LEAD 165 (S) America and the World

Cross-listings: PSCI 161 / GBST 103

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: discussion

Requirements/Evaluation: short papers, class participation, and final exercise

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

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:

PSCI 161(D2) LEAD 165(D2) GBST 103(D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

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

Cross-listings: PSCI 212

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?

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:

LEAD 205(D2) PSCI 212(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 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

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

Cross-listings: HIST 207 / ARAB 207 / GBST 102 / JWST 217 / REL 239

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 economic domination.

Requirements/Evaluation: participation, online responses, 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) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(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 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Magnús T. Bernhardsson

LEAD 214 (F) The Economics of National Defense

Cross-listings: ECON 217

Secondary Cross-listing

National defense is one of the largest components of the US Federal Budget (~15%) and remains a significant part of the nation's GDP (~3%). The study of defense economics in this course will apply principles of microeconomics and macroeconomics to analyze, within the context of national security strategy and policy, issues concerning resource allocation in wartime and peacetime, labor supply and demand, industrial organization and defense acquisition, and the formation and maintenance of alliances. While the focus of the course will be on economics, to provide context on what makes defense economics a special topic, we will also consider questions unique to the military such as how to deter conflict, how to fight wars, how to provide humanitarian assistance and protection to civilians in conflict or disaster areas, and how the national defense may adapt to issues like climate change. We will also consider historical examples from America's wars--e.g., the Civil War, World War 2, Vietnam, and the more recent conflicts in Iraq and Afghanistan. The plan is to use a variety of sources--academic materials, popular media such as news footage and films, and guest speakers--to provide a full-range of perspective on the course topics.

Class Format: Mix of lecture and discussion

Requirements/Evaluation: Individual Papers, Group Paper and Presentation, Midterm and Final Exam

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Enrollment Preferences: Juniors and seniors

Expected Class Size: 20

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

Distributions: (D2)

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

ECON 217(D2) LEAD 214(D2)

Not offered current academic year

LEAD 215 (S) Race and Inequality in the American City

Cross-listings: 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.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

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 215(D2) LEAD 215(D2)

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

Not offered current academic year

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

Cross-listings: 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 contemporary conservative ascendancy. 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 essays (3-4 pages, 5-6 pages, 7-8 pages), a two-part final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

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

Distributions: (D2)

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

PSCI 216(D2) LEAD 216(D2)

Attributes: JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Justin Crowe

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

Cross-listings: 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.

Requirements/Evaluation: three essays (3-4 pages, 5-6 pages, 7-8 pages), a two-part final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

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

Distributions: (D2)

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

PSCI 217(D2) LEAD 217(D2)

Attributes: JLST Interdepartmental Electives 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: PSCI 218

Secondary Cross-listing

Impeachments. Investigations. Polarization. Did Donald Trump's tenure fundamentally alter the institution of the presidency? Or are its most significant features enduring? To study the presidency is to study human nature and individual personality, but also constitution and institution, rules and norms, bureaucracy and administration, strategy and contingency. This course examines 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? What are the limits on presidential power and what are the expectations of presidential performance? How much do we attribute the shaping of politics and policy outcomes to the agency of the individual in the office and to what extent are they the result of underlying structural, cultural, and institutional factors? How is the office and purpose of the presidency affected by an economic order predicated on private capital? By the character of the occupant? To answer these questions, we examine topics such as presidential selection; the bases of presidential power; character and leadership; inter-branch interactions; party, social movement, and interest group relations; and media interactions. Attention will focus largely on the modern, twentieth and twenty-first century, presidency, though older historical examples will also be used to help us gain perspective on how the presidency has changed over time and what the implications are for democratic governance.

Class Format: The course will feature both seminar discussion and several small group research projects.

Requirements/Evaluation: three 5 to 7-page papers, small group projects, oral presentations, and class participation involving weekly writing

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 25

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 218(D2) LEAD 218(D2)

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

Spring 2024

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

LEAD 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: AFR 217 / INTR 219 / AMST 217 / WGSS 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AFR 217(D2) INTR 219(D2) AMST 217(D2) WGSS 219(D2) LEAD 219(D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Not offered current academic year

LEAD 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: PSCI 221 / INTR 220 / AMST 201 / AFR 224

Secondary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

Requirements/Evaluation: Attend all classes; submit completed papers 24hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

PSCI 221(D2) INTR 220(D2) AMST 201(D2) AFR 224(D2) LEAD 220(D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Not offered current academic year

LEAD 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 / ENVI 222

Secondary Cross-listing

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

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

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

Distributions: (D3) (WS)

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

GEOS 221(D3) LEAD 221(D3) ENVI 222(D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

LEAD 223 (S) Roman History

Cross-listings: CLAS 223 / HIST 223

Secondary Cross-listing

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying

Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

Requirements/Evaluation: Class preparation and participation, several short response papers, one longer 6- to 8-page paper, a midterm exam, and a final exam. Students who have a B+ average or better at the end of the semester may substitute a 10 to 15-page research paper for the final exam.

Prerequisites: None; open to all

Enrollment Limit: 20

Enrollment Preferences: Preference given to students who are or are considering majoring in Classics or History, or who are concentrating in Leadership Studies. Preference is then given to first-year students and sophomores.

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:

CLAS 223(D1) HIST 223(D2) LEAD 223(D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

LEAD 225 (S) International Security

Cross-listings: PSCI 225

Secondary Cross-listing

This is a course about war and peace. It deals with some of the most foundational questions that concern scholars of security studies: What accounts for great power conflict and cooperation? Is intense security competition between major states inevitable, or can they get along, provided their main interests are protected? Does the structure of the international system necessarily cause conflict? Do particularly aggressive states? Can wars occur "by accident"? When and why do states choose to use military force? What role does statecraft play in matters of war and peace? How do nuclear weapons affect great power politics? The course will consider these questions from an interdisciplinary perspective that combines political science concepts with an historical approach to the evidence. The bulk of the course deals with the major events in the history of great power politics, such as the causes and conduct of World War I and World War II; the origins and course of the Cold War; the nuclear revolution; and the post-Cold War period. The course concludes with an examination of a number of major contemporary policy debates in security studies.

Requirements/Evaluation: class participation, two 6- to 8-page papers, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 20

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

Distributions: (D2)

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

PSCI 225(D2) LEAD 225(D2)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Galen E Jackson

LEAD 226 (S) Nuclear Weapons and World Politics

Cross-listings: PSCI 226

Secondary Cross-listing

This is a course about international politics in the nuclear age. The class will address a combination of conceptual, empirical, and policy questions, such as: Have nuclear weapons had a "revolutionary" effect on world politics, such that, fundamentally, international relations no longer works in more or less the same way that it did before the advent of nuclear weapons in 1945? Do nuclear weapons have an essentially stabilizing or destabilizing effect? How, if at all, do nuclear weapons affect how political disputes run their course? How significant of a threat are concerns like nuclear proliferation, nuclear terrorism, and nuclear accidents? How does a state's nuclear posture affect basic political outcomes? Is it possible to return to a world without nuclear weapons? The course will focus on these questions using an interdisciplinary perspective that leverages political science concepts, historical case studies, and contemporary policy debates to generate core insights. It will not only survey the history of the nuclear age--and of individual countries' nuclear development--but also grapple with important contemporary policy dilemmas in the nuclear realm.

Requirements/Evaluation: class participation; two 6-8 page papers; short in-class presentations; final exam

Prerequisites: PSCI 202 or a significant amount of other PSCI coursework

Enrollment Limit: 25

Enrollment Preferences: Preference to students majoring in political science, particularly in the international relations subfield, and/or doing a concentration in leadership studies

Expected Class Size: 20-25

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

Distributions: (D2)

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

PSCI 226(D2) LEAD 226(D2)

Attributes: PSCI International Relations Courses

Spring 2024

LEC Section: 01 M 7:00 pm - 9:40 pm Galen E Jackson, James McAllister

LEAD 227 (S) International Relations of the Middle East

Cross-listings: PSCI 227

Secondary Cross-listing

This is a course about the Middle East in international politics. The structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. The basic format of the course will be to combine brief lectures--either posted on the class website beforehand or given at the start of each class--with an in-depth discussion of each class session's topic. The goal of these discussions is to generate debates over the conceptual, historical, and policy significance of the subjects that we cover. Specifically, the first section of the course will cover the emergence of the Persian Gulf as an area of strategic importance in international politics; U.S. policy toward Saudi Arabia and Iran after World War II; the origins of the Arab-Israeli dispute; the June 1967 and October 1973 Middle East conflicts; Egyptian-Israeli peace; the Iranian Revolution and the Iran-Iraq War; the 1991 Persian Gulf War and its consequences; and the rise of Al Qaeda, Hezbollah, and Hamas. The second part of the course focuses on the Iraq War and its consequences; the rise of ISIS; the Arab Spring; Turkey's changing foreign relations; and the war in Syria. The last section of the course covers contemporary policy challenges confronting the Middle East.

Requirements/Evaluation: class participation, two 6- to 8-page papers, final

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Political Science majors with an International Relations concentration, History majors

Expected Class Size: 12

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

Distributions: (D2)

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

PSCI 227(D2) LEAD 227(D2)

Attributes: GBST Middle Eastern Studies Electives PSCI International Relations Courses

Not offered current academic year

LEAD 239 (S) Music in the Global Cold War (WS)

Cross-listings: MUS 239

Secondary Cross-listing

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Class discussion will be central to this course.

Requirements/Evaluation: 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size: 16

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

Distributions: (D2) (WS)

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

MUS 239(D1) LEAD 239(D2)

Writing Skills Notes: Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Spring 2024

LEC Section: 01 TR 9:55 am - 11:10 am W. Anthony Sheppard

LEAD 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: STS 240 / ASTR 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 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, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: 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); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 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); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452)

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

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: (D2) (WS)

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

STS 240(D2) ASTR 240(D3) LEAD 240(D2)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 / AMST 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from beginnings through the mid-nineteenth century, tracing the complex ways that sovereign tribal nations and communities have shaped Turtle Island/North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation, critique, action, and pursuits of justice. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Emphasis is on primary and secondary works produced by Indigenous authors/creators. Starting with the diversity of Indigenous societies that have inhabited and cared for lands and waters since "time out of mind," it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of origins and migrations. It addresses how societies confronted devastating epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial processes of colonization, extraction, and enslavement. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through pervasive violence, attempted genocide, and dispossession are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different communities negotiated the tumultuous eras of the American Revolution, forced removal in the 1830s, and Civil War, and created pathways for endurance, self-determination, and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

Class Format: Lecture with small- and whole-group discussions

Requirements/Evaluation: Attendance at lectures, active participation in class discussion, midterm exam, short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and American Studies majors, followed by first- and second-year students

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

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

HIST 254(D2) AMST 254(D2) LEAD 254(D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

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

Fall 2023

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

LEAD 262 (S) America and the Cold War

Cross-listings: PSCI 262 / HIST 261

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

Expected Class Size: 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:

PSCI 262(D2) LEAD 262(D2) HIST 261(D2)

Attributes: HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

LEAD 270 (F) Sport and the Global Color Line (DPE)

Cross-listings: HIST 270 / AFR 270

Secondary Cross-listing

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas--like movie theaters, railroads, schools, and other public sites--shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary

focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

Class Format: Lecture and discussion.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

Prerequisites: None.

Enrollment Limit: 40

Enrollment Preferences: Open to all students with completion of course admission survey if overenrolled.

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

HIST 270(D2) AFR 270(D2) LEAD 270(D2)

Difference, Power, and Equity Notes: This course will prompt students to evaluate the commercialization and commodification, perceptions and portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

Not offered current academic year

LEAD 280 (S) Emancipation to BlackLivesMatter

Cross-listings: AFR 280 / HIST 280

Secondary Cross-listing

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shaped the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

Class Format: Class will be a mix of lecture/seminar

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Students with demonstrated interest in material. If the course is overenrolled, students will be asked to complete a questionnaire.

Expected Class Size: 25

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

Distributions: (D2)

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

AFR 280(D2) HIST 280(D2) LEAD 280(D2)

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

Not offered current academic year

LEAD 296 (S) Human Rights and National Security: Seeking Balance in the United States

Cross-listings: HIST 296

Secondary Cross-listing

This course will ask if ensuring collective security and preserving individual rights are inherently contradictory or if they may, in fact, be mutually reinforcing. Focusing on developments and issues within the United States since its founding, the class will explore how Americans have sought to reconcile concerns about national security and a broad array of rights in the past, and the implications of this history for contemporary debates. The course will challenge students to consider how debates over national security and rights have reflected broader partisan divides and served diverse political objectives. Moreover, students will explore how these debates reflected competing visions of national identity and purpose, and question how and why the costs of security measures disproportionately burdened people based on race and religious identification. The course will initially survey these issues through a historical lens, demonstrating how questions of security and rights have been present since the nation's founding. It will draw on key moments in U.S. history to explore issues of foreign subversion, dissent, surveillance, habeas corpus, presidential power in times of war, and border security and immigration. Familiarity with historic precedents will ensure that students are prepared to grapple with a closer examination of contemporary studies of refugees and immigration; cybersecurity and surveillance; domestic terrorism and hate crimes; and counter-terrorist detention and interrogation. Students will be assessed on participation, short writing assignments, and a group podcast project.

Requirements/Evaluation: Students will be assessed on participation, short writing assignments, and a group podcast project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Priority to History and LEAD students

Expected Class Size: 25

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 296(D2) LEAD 296(D2)

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

Not offered current academic year

LEAD 301 (S) Museums: History and Practice

Cross-listings: ARTH 501 / ARTH 401

Secondary Cross-listing

Art museums express the cultural, aesthetic and social ideals of their period of formation and many of those ideals remain embedded in the values and practices of institutions today. Comparing institutions past and present internationally, seminar participants will envision the art museum's future while addressing programmatic and organizational challenges at this moment of participatory civic engagement and social, political unrest. With growing skepticism of institutional collecting practices and authoritative narratives, art museums, especially those in the United States, face internal and external pressure to "decolonize" as they attempt to alter their canon through both acquisition, deaccessioning and repatriation initiatives. There is pressure, as well, to embrace a more active role in climate and social justice movements. It is a time also marked by calls for compensation transparency, participatory decision making, staff and trustee diversity, and greater scrutiny of funders. The seminar will consider this environment against past and current norms of governance, management and curatorial policies and practices. We will examine the traditional role of architecture and installation in interpretation and experience, prevailing and proposed guidelines in the accessioning and deaccessioning of works of art and both internal and external attitudes towards the repatriation and restitution of cultural property. Studying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, seminar participants will hear how museum leaders are dealing with challenges to current practice through weekly zoom sessions. Through the work of the seminar, participants will consider how future museums might strive to balance the institution's traditional scholarly and artistic role with new civic and social responsibilities, mindful of financial stability in a market-driven, metric-conscious, not-for-profit environment; doing so while addressing, in proposed program and practice, the demands on museums emanating from a more ethically insistent internal and external world.

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:

ARTH 501(D1) LEAD 301(D2) ARTH 401(D1)

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

Spring 2024

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

LEAD 311 (F) Congress

Cross-listings: PSCI 311

Secondary Cross-listing

Even before the pandemic, scholars, pundits, and the public thought Congress was in a state of crisis. Riven by polarized partisanship and gridlock, the most powerful assembly in the world seemed incapable of representing citizens and addressing problems. This seminar focuses on how Congress organizes itself to act as a collective body. In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress 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, two short papers, and a final 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

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:

PSCI 311(D2) LEAD 311(D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

LEAD 312 (S) American Political Thought (WS)

Cross-listings: 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) (WS)

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

PSCI 312(D2) LEAD 312(D2)

Writing Skills Notes: Weekly writing with extensive attention to feedback, revision, and improvement.

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 (F) How Change Happens in American Politics

Cross-listings: PSCI 314

Secondary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, a volatile economy, racial reckoning, and rapidly evolving environmental crises have all rocked American politics in the last year. What might we expect to come next? From the Founding to the present, the American political order has undergone 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 political 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, war, 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 advances, 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.

Requirements/Evaluation: participation in weekly meetings as well as weekly essays or critiques

Prerequisites: previous course in American politics or American history

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

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 314(D2) PSCI 314(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 315 (S) Parties in American Politics

Cross-listings: PSCI 315

Secondary Cross-listing

Is the American party system what's wrong with American politics? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy, protecting rights, and organizing power. But their worth is a continuing subject of debate. Although parties have been celebrated for linking citizens to their government and providing the unity needed to govern in a political system of separated powers, they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system with the claim that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: What

constitutes a party? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What is the relationship between parties and presidents? How does partisanship become tribalism or hyper-partisanship, and can this be prevented? We will explore answers to these questions through seminar discussion, analytic essays, and independent research culminating in the writing of a longer (15 to 20 page) research paper.

Requirements/Evaluation: In addition to active seminar participation, students will be responsible for writing two shorter (5-7 page) papers and a longer, research paper (15-20 pages).

Prerequisites: PSCI course at the 200 or 300 level or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

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 315(D2) LEAD 315(D2)

Attributes: PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

LEAD 319 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)

Cross-listings: PSCI 376 / AMST 308 / INTR 320

Secondary Cross-listing

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

LEAD 319(D2) PSCI 376(D2) AMST 308(D2) INTR 320(D2)

Writing Skills Notes: An analytical outline of collective presentation; a mid-term paper and a final paper.

Difference, Power, and Equity Notes: The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Not offered current academic year

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

Cross-listings: 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 an 18-20 page research paper on a topic of their choice related to the core themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

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

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

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 320(D2) PSCI 320(D2)

Writing Skills Notes: Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshopping, and peer feedback.

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

Not offered current academic year

LEAD 322 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: HIST 496 / GBST 412 / ASIA 412 / REL 412

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

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:

HIST 496(D2) GBST 412(D2) ASIA 412(D2) LEAD 322(D2) REL 412(D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Attributes: HIST Group B Electives - Asia

Not offered current academic year

LEAD 324 (F) Migration Governance: A Global Perspective (DPE)

Cross-listings: GBST 321 / PSCI 322

Secondary Cross-listing

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

Requirements/Evaluation: Participation, 3 Short Response Papers, Research Paper (15 pages)

Prerequisites: PSCI 202 or PSCI 204 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

LEAD 324(D2) GBST 321(D2) PSCI 322(D2)

Difference, Power, and Equity Notes: This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Not offered current academic year

LEAD 330 (F) Senior Seminar: The Nuclear Revolution

Cross-listings: PSCI 420

Secondary Cross-listing

This is a course about international politics in the nuclear age. In broad terms, it focuses on a very basic question: Does international politics still work essentially the same way as it did in the pre-nuclear era, or has it undergone a "revolution," in the most fundamental sense of the word? The structure of the course combines political science concepts and historical case studies, with the goal of generating in-depth classroom debates over key conceptual, historical, and policy questions. The basic format of the course will be to combine very brief lectures with detailed class discussions of each session's topic. The course will begin--by focusing on the Manhattan Project--with a brief technical overview of nuclear physics, nuclear

technologies, and the design and effects of nuclear weapons. The course will then examine the following subjects: the dropping of the atomic bombs on Japan; theories of the nuclear revolution; the early Cold War period; the development and implications of thermonuclear weapons; the Berlin and Cuban missile crises; nuclear accidents; nuclear terrorism and illicit nuclear networks; the future of nuclear energy; regional nuclear programs; preventive strikes on nuclear facilities; nuclear proliferation; and contemporary policy debates.

Requirements/Evaluation: class participation, three 8- to 10-page papers

Prerequisites: PSCI 202

Enrollment Limit: 15

Enrollment Preferences: Political Science major seniors with an International Relations concentration

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:

PSCI 420(D2) LEAD 330(D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

LEAD 332 (F) New York City Politics: The Urban Crisis to the Pandemic (WS)

Cross-listings: PSCI 310

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 310(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 POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

LEAD 389 (S) The Vietnam Wars (DPE)

Cross-listings: HIST 389 / ASIA 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: 15

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 10-15

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 389(D2) LEAD 389(D2) ASIA 389(D2)

Difference, Power, and Equity Notes: This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

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

Not offered current academic year

LEAD 396 (F) The Pivotal Decade--The 1970s Origins of Contemporary America

Cross-listings: HIST 396

Secondary Cross-listing

Often overshadowed by the long 1960s and the conservative ascendancy of the 1980s, the 1970s provides an important transitional moment for the United States. It was also a decade fraught with contradictions. On the one hand, Americans experienced widespread disillusionment with the power of the federal government to promote and protect the minority from the majority. Historians seeking to understand the collapse of the welfare state or the origins of white resistance to civil rights' initiatives often point to the 1970s as the time when the federal government shifted the burden of the social welfare system onto the market, state and local governments, and onto poor people themselves. And yet, the 1970s also saw an explosion of progressive social activism, as the women's movement, the gay rights movement, and the environmental movement, among others, all came into their own. Likewise, this was a time when U.S. realignment internationally and military overextension intersected with new hegemonies of human rights regimes, multinational corporations, and "globalization." This course will emphasize a wide array of social movements and activism--both left and right--and the interplay among formal politics, grassroots organizing, and popular culture. It will ask students to consider how and why the 1970s catalyzed many of the domestic and international dynamics and debates that define American politics and society today. Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation. In Fall 2022, this course will be offered at both Amherst and Williams College campuses. There will be an end of the semester symposium at Williams College that all enrolled students are required to attend as part of the final project.

Requirements/Evaluation: Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Priority to History and LEAD students

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:

LEAD 396(D2) HIST 396(D2)

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

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 2023

IND Section: 01 TBA Justin Crowe

LEAD 398 (S) 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)

Spring 2024

IND Section: 01 TBA Justin Crowe

LEAD 425 (S) Senior Seminar: Leadership and the Anxieties of Democracy (WS)

Cross-listings: PSCI 414

Primary Cross-listing

This course, the senior capstone for both Leadership Studies and the American Politics subfield in Political Science, examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by surveying institutional constraints confronting contemporary political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment, among others. Then, we will look at some important factors that 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. While the course will focus primarily on the United States, our conceptual framework will be global; though our main interest will be contemporary, we will also examine previous eras in which democratic leadership has come under great pressure. Our primary questions will be these: Why does transformative leadership seem 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? As a final assignment, students will craft an 18-20-page research paper on a topic of their choice related to the themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: LEAD 125 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

Expected Class Size: 15

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 425(D2) PSCI 414(D2)

Writing Skills Notes: Students receive iterative feedback on their research projects: Their initial proposals receive substantive feedback from fellow students as well as substantive and stylistic feedback from the professor looking toward a formal proposal; and their formal proposals receive extensive comments from both the professor and a student colleague looking toward the final paper. The students will submit writing for feedback the third week of March, the third week of April, and the third week of May.

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

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

Winter Study -----

LEAD 12 (W) Principles of Effective Leadership

This course will examine issues related to effective leadership in a variety of contexts, primarily through the experience of guest lecturers. We will begin by identifying key principles of leadership with reference to several great leaders in history, moving on to consider contemporary yet timeless topics such as personal responsibility, corruption and fraud in the private sector as well as the essential role good communications skills play in exercising leadership. The majority of class sessions will feature distinguished guest speakers, many of whom are Williams alumni, who have held leadership roles across various industries. Probing our guests' approaches to organizational leadership is the primary goal of this Winter Study. After each lecture, we will spend time in the next class sharing impressions, surprises and lessons learned. There will be a 5-page final paper and 5-minute presentation which may take a variety of forms and formats, but which should address the basic themes in our readings as well as what you have learned from our guests, both collectively and more specifically in the case of at least three individuals.

Requirements/Evaluation: Paper(s) or report(s); Presentation(s)

Prerequisites: Leadership Studies department.

Enrollment Limit: 20

Enrollment Preferences: 15-20 students

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Paul Burke: Head of the Nightingale-Bamford School, NYC; Past President for the International Coalition of Girls Schools; Trustee for Leadership & Design, Riley's Way and Don Bosco Prep High School, his alma mater; Williams College alumnus, class of 1996. Christine Burke: Senior VP, Strategic Partnerships & Runner Products, New York Road Runners; VP Marketing, Haastens; Director of Marketing, L'Occitane; Director of Marketing, Mikasa; Williams College alumna, Class of 1996.

Materials/Lab Fee: \$50

Attributes: STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2024

LEC Section: 01 MW 4:00 pm - 7:00 pm Paul Burke

LEAD 13 (W) American Tunes: Songwriting in the 1970s

This course surveys American popular songwriting in the years 1971-1980. In addition to the songs themselves, we will examine their musical/lyrical reference points, the social and cultural contexts within which they were written and performed, and their reception and subsequent histories. Artists of primary interest include Bob Dylan, Joni Mitchell, and Stevie Wonder, but we will also make forays into genres such as funk, soul, R-and-B, singer-songwriter, country, punk, new wave, post-punk, disco, and various subgenres of pop and rock. This course assumes basic knowledge of music theory and a somewhat more detailed knowledge of the history of American music in the 20th century.

Requirements/Evaluation: Regular reading and listening; 10-minute in-class presentation each class meeting; one 3,000-word essay written in the style of liner notes for an album re-release

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 20

Grading: pass/fail only

Winter 2024

SEM Section: 01 MW 4:00 pm - 7:00 pm Mason B. Williams

LEAD 15 (W) Leadership and The Good Life: Your First Decade After Williams

There is nothing quite like life in the Purple Valley, but many adventures await after Williams. Pondering what *The Good Life* might look like for you after graduation? Intrigued by exploring different paths and leadership styles across law, government, and business? Interested in developing and honing leadership, collaboration, prioritization, and strategic decision making skills that can benefit both your personal and professional life? Wondering how themes like curiosity, happiness, and creativity connect to designing a life as well as to leadership? We will have engaging conversations addressing these topics and many more. We will also be joined by guest speakers who have led interesting lives and become leaders in their fields since graduating from college. You will write five one-page papers over the course of winter study exploring ideas and topics discussed in class and in our readings. You will also produce a short podcast or class presentation as your final project in the course. Outside of class, we will read a range of articles and insightful pieces as well as watch film clips and listen to podcasts that will inform our class discussions and help build valuable leadership skills for navigating life after Williams.

Requirements/Evaluation: Paper(s) or report(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Preference given to leadership studies concentrators and political science majors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Lauren Anstey graduated cum laude from both Williams College and Harvard Law School. She is a Vice President at Goldman Sachs and, earlier in her career, was a corporate attorney at Skadden Arps.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2024

LEC Section: 01 WR 1:00 pm - 4:00 pm Lauren M Anstey

LEAD 16 (W) Effective Oral Persuasion. Persuasive public speaking is essential leadership skill.

Clear and persuasive public speaking, whether before a small group or a much larger audience, is essential to implement effective leadership and career development. This course is designed to enhance a student's ability to develop a position on an issue and to advance and defend that position orally. During each class, students will make presentations ranging from 2-15 minutes and receive immediate feedback from the Instructors as well as class members. The class uses various exercises such Tell us Something, Teach us Something, Sell us Something, or Convince us of Something to learn and practice making oral presentations. The Course includes a segment of resume review and practice interviews for professional programs, internships, or full-time jobs. Outside professionals will be invited to conduct some of the practice interviews. The capstone event has each student select an issue of their choice and to advance and defend that position orally. Students are required to provide resource materials that they used to formulate their position prior to their final presentation. The course will normally meet for three sessions per week (M, T and Th) from 1:00 until 3:45 pm. Instructors: David Olson '71 and Stephen Brown '71 are experienced trial lawyers handling many types of civil cases in state and federal courts before judges and juries. Robert Schwed '71 is a corporate lawyer who specialized in private equity placements, venture capital transactions, and business between investor groups drawn from domestic and international clients. The Instructors have offered this Course jointly for 3 consecutive years. While no paper is required, Students will prepare and make one or more oral presentations during each session of the course ranging from 2-15 minutes each. The students will also listen to and critique each other's presentations throughout the course. Frequent and thoughtful class participation is expected from each student.

Requirements/Evaluation: During each class, students will make presentations ranging from 2-15 minutes and receive immediate feedback from the Instructors as well as class members. The class uses various exercises such Tell us Something, Teach us Something, Sell us Something, or

Convince us of something to learn and practice making oral presentations. The Course includes a segment of resume review and practice interviews for professional programs, internships, or full-time jobs. Outside professionals will be invited to conduct some of the practice interviews. The capstone event has each student select an issue of their choice and to advance and defend

Prerequisites: None. Clear and persuasive public speaking, whether before a small group or a much larger audience, is essential to implement effective leadership and is a skill to enhance one's career development.

Enrollment Limit: 10

Enrollment Preferences: Preference is for Seniors, but all classes are welcome.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Robert Schwed is a corporate lawyer who specialized in private equity placements, venture capital transactions, and business between investor groups drawn from domestic and international clients. He taught 5 Winter Study Courses on entrepreneurship.

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression WELL Winter Study Wellness

Winter 2024

LEC Section: 01 MTR 1:00 pm - 3:45 pm David C. Olson

LEAD 17 (W) Mindful Leadership

Why should anyone be led by you? If you were to make a shift in your way of being over winter study-one that would significantly change your life, and the trajectory of your leadership-what would it be? Would it help to be more able to: sustain resourceful energy states, speak truth to power, embody compassion, and lead through uncertainty? In this experiential learning course-blending (still and moving) meditation with leadership development-you will heighten your ability to navigate intense emotions, develop strategies for working with your inner critic, explore impermanence (yes, we are all going to die), cultivate lovingkindness, and elevate your ability to perform (we can all do better). We will also explore embodied dance, energy management, intuition / discernment, polarities, and flow. Ready show up more fully? While exploring and integrating, you will co-facilitate an experience for the group that you believe will contribute to our collective learning. You will co-facilitate the debrief of another student-led exercise-to draw out lessons learned. Near the end of the course, you will also co-lead a session for the Williams community. Combining deep inquiry with readings, podcasts, and videos, we will be inspired by thinkers and leaders such as: Kara Lawson, Amy Edmondson, Jim Detert, Rich Roll, and Christopher Alexander as well as mindfulness practitioners such as: Mark Coleman, David Treleaven, Ruth King, and Sharon Salzberg. You'll also venture off-campus with your pod to explore the Clark and MASS MoCA.

Requirements/Evaluation: Creative project(s); Evaluation will be based on class participation, completion of assignments, engagement with pod group, student-led debrief, student-led exercise, and session for the broader Williams community that demonstrates engagement with class material (or final 10-page paper if that is what you prefer). We will meet 2 times per week for 3 hours. Two pod meetings with the instructor will be scheduled during the course to support each student to co-lead an exercise, student-led debrief, and contribute to the community session. If you have any questions, feel free to contact the instructor at hunt.jamie@gmail.com.

Prerequisites: Open to all students; no previous mindfulness, leadership development, nor movement experience required

Enrollment Limit: 16

Enrollment Preferences: Statement of interest (share a bit about yourself and your interest in the course)

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Jamie coaches changemakers to do what brings them alive. He has worked with clients such as: The Gates Foundation, Google, Greenpeace, Purpose, MIT Solve-and at Williams, with the Emerging Leaders and Ski Teams. Still curious: jamiehunt.org

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2024

LEC Section: 01 TR 10:00 am - 1:00 pm Jamie Hunt

LEAD 18 (W) Wilderness 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

Expected Class Size: 22

Grading: pass/fail only

Materials/Lab Fee: \$475

Attributes: EXPE Experiential Education Courses

Winter 2024

LEC Section: 01 TBA Scott A. Lewis

LEAD 22 (W) Ski Patrol: Outdoor Emergency Response

The course will teach and develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor environments. Successful completion of written and practical exams, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon implementing National Ski Patrol's Outdoor Emergency Care and Outdoor Emergency Transport curricula in a hands-on, "on-hill" environment. Students will spend approximately 12 hours per week learning and practicing Ski Patrol medical care and rescue techniques. Specifically, students will develop skills to recognize and provide emergency care for situations they learned about in prior first responder training (Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician): Wounds and Burns; Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion); Musculoskeletal Trauma (e.g., breaks, strains, sprains, etc.); Shock, Respiratory Emergencies, Poisoning, Substance abuse emergencies; Medical emergencies (e.g., heart attack, stroke, seizures, insulin shock, etc.). In the outdoor environment, students will practice the use of various types of splints, spinal motion restriction, bandaging, rescue/transport equipment, methods of extrication, use of oxygen, organization/prioritization of rescue tasks, and how to deal with unusual emergencies such as mass casualty incidents. Emphasis will be placed on the Leadership Skills required to handle complex and stressful emergency situations. Class meetings: ~8 hours/week at Jiminy Peak and ~4 hours/week on campus. Exact timing (morning vs. afternoon; 4 vs. 6 hours per meeting; etc.) will be determined based on student and instructor availability. Class attendance is mandatory. ~8 hours/week homework/practice time outside of class will be required. The course includes certification in CPR.

Requirements/Evaluation: Written and practical exams; on-hill skill proficiency & active participation.

Prerequisites: Outdoor Emergency Care OR current certification as Wilderness First Responder or Emergency Medical Technician is REQUIRED. No exceptions.

Enrollment Limit: 16

Enrollment Preferences: The course will be limited to 16 students, chosen on the basis of ski/snowboard interest and ability. Preference given to students who completed the Outdoor Emergency Care PE class in the preceding fall term.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Tom Feist '85 started ski patrolling at Williams in 1981. He is an Instructor in Outdoor Emergency Care and Outdoor Emergency Transport for the National Ski Patrol. He instructed Chemistry at Williams and has taught the ski patrol class for 5 years.

Materials/Lab Fee: \$145

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2024

LEC Section: 01 TBA 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 2024

IND Section: 01 TBA Justin Crowe