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 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

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

PHIL 119(S) SEM Justice, Democracy and Freedom
    Taught by: Jana Sawicki
    Catalog details

PSCI 203(F, S) SEM Introduction to Political Theory
    Taught by: Mark Reinhardt, Nimu Njoya
    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(F) CON Great Astronomers and Their Original Publications
    Taught by: Jay Pasachoff
    Catalog details

HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East
    Taught by: Magnús Bernhardsson
    Catalog details

LEAD 205 / PSCI 212 LEC From Tocqueville to Trump: Leadership and the Making of American Democracy
LEAD 212 / HIST 393 SEM Sister Revolutions in France and America
Taught by: Susan Dunn
Catalog details

LEAD 285 / PSCI 257 / HIST 354(F) SEM The Revolutionary Generation: Galaxy of Leaders
Taught by: TBA
Catalog details

LEAD 320 / PSCI 320(F) SEM Heroes and Villains: Iconic Leadership and the Politics of Memory
Taught by: Mason Williams
Catalog details

LEAD 425 / PSCI 357(S) SEM Leadership and the Anxieties of Democracy
Taught by: Mason Williams
Catalog details

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

PSCI 216 / LEAD 216(F) LEC American Constitutionalism I: Structures of Power
Taught by: Justin Crowe
Catalog details

PSCI 217 / LEAD 217(S) LEC American Constitutionalism II: Rights and Liberties
Taught by: Justin Crowe
Catalog details

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

PSCI 310 / LEAD 332 SEM New York City Politics from the Blackout to Bloomberg
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 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 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

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

LEAD 125 / PSCI 125(F) SEM Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies
Taught by: Mason Williams
Catalog details

LEAD 205 / PSCI 212 LEC From Tocqueville to Trump: Leadership and the Making of American Democracy
Taught by: Mason Williams
Catalog details

LEAD 258 / PSCI 258 SEM The Media and American Democracy
Taught by: Ted Gup
Catalog details
LEAD 285 / PSCI 257 / HIST 354(F) SEM The Revolutionary Generation: Galaxy of Leaders

Taught by: TBA
Catalog details

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

Taught by: Mason Williams
Catalog details

PSCI 218 / LEAD 218 SEM The American Presidency

Taught by: Nicole Mellow
Catalog details

PSCI 310 / LEAD 332 SEM New York City Politics from the Blackout to Bloomberg

Taught by: Mason Williams
Catalog details

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

HIST 388 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.

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LEAD 120  (S) America and the World

Cross-listings: LEAD 120 GBST 101 PSCI 120 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:

LEAD 120 (D2) GBST 101 (D2) PSCI 120 (D2) GBST 103 (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

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

Cross-listings: LEAD 125 PSCI 125

Primary Cross-listing

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will
examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality—can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include 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:
LEAD 125 (D2) PSCI 125 (D2)

Attributes: LEAD American Domestic Leadership

Fall 2022

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

LEAD 127 (S) America First? The Trump Era and the Future of World Politics

Cross-listings: LEAD 127 PSCI 127

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

Attributes: PSCI International Relations Courses

Not offered current academic year

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

Not offered current academic year

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

Cross-listings: HIST 207 JWST 217 REL 239 ARAB 207 GBST 101 LEAD 207 GBST 102

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, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 207 (D2) JWST 217 (D2) REL 239 (D2) ARAB 207 (D2) GBST 101 (D2) LEAD 207 (D2) GBST 102 (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

Not offered current academic year

LEAD 212 (S) Sister Revolutions in France and America

Cross-listings: LEAD 212  HIST 393

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with backgrounds in American history, French history or Political Science

Expected Class Size: 15

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

Distributions: (D2)

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

LEAD 212 (D2)  HIST 393 (D2)

Attributes: HIST Group C Electives - Europe and Russia  HIST Group F Electives - U.S. + Canada  HIST Group P Electives - Premodern  LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 214 (F) The Economics of National Defense

Cross-listings: ECON 217  LEAD 214

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

Cross-listings: LEAD 215 PSCI 215

Secondary Cross-listing

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

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:

LEAD 215 (D2) PSCI 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

Spring 2023

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

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

Cross-listings: PSCI 216 LEAD 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
LEAD 217 (S) American Constitutionalism II: Rights and Liberties

Cross-listings: LEAD 217 PSCI 217

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: 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 U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2023

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

LEAD 218 (S) The American Presidency

Cross-listings: PSCI 218 LEAD 218

Secondary Cross-listing

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

Class Format: This course will be taught as a hybrid class, with a mixture of in-person and remote sessions for all students. The course will feature both seminar discussion and several small group research projects.

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Political Science majors and Leadership studies concentrators

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 218 (D2) LEAD 218 (D2)

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

Not offered current academic year

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

Cross-listings: AFR 217 INTR 219 WGSS 219 AMST 217 LEAD 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) WGSS 219 (D2) AMST 217 (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: AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220
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

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

Fall 2022
TUT Section: T1 TBA Joy A. James

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

Cross-listings: GEOS 221 ENVI 222 LEAD 221

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) ENVI 222 (D3) LEAD 221 (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 LEAD 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 history 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.

Class Format: This course will be taught in hybrid mode. Assignments will consist of readings, case studies, short writing assignments and student-led discussions both in-class and via GLOW. Some elements will be offered asynchronously and/or optionally depending on the needs of students studying remotely. Please email the instructor with any questions you have about the structure or nature of the class or about what to expect if you are studying remotely.

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: (D1)

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 LEAD 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 2023
LEC Section: 01 MW 7:00 pm - 8:15 pm Galen E Jackson

LEAD 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)
Cross-listings: PSCI 226 LEAD 226 GBST 226
Secondary Cross-listing
Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

Requirements/Evaluation: Participation, Midterm, Final, 3 Short Response Papers
Prerequisites: None
Enrollment Limit: 25
Enrollment Preferences: Political Science majors and Leadership Studies Concentrators
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:
PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)
Difference, Power, and Equity Notes: This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.
Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023
LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

LEAD 227 (S) International Relations of the Middle East
Cross-listings: PSCI 227 LEAD 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. Classes will be taught remotely. 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.

Class Format: This course will be taught remotely. There will be brief lectures, which will be either put on the work website prior to class or given at the start of each class. But the class will mainly consist of in-depth, synchronous classroom discussions.

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 LEAD 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: Hybrid, meeting twice per week. 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: 12

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

Distributions: (D1) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
MUS 239 (D1) LEAD 239 (D1)

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.

Not offered current academic year

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

Cross-listings:  ASTR 240  STS 240  LEAD 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:
ASTR 240 (D3) STS 240 (D2) LEAD 240 (D2)

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

Attributes:  LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01  W 1:10 pm - 3:00 pm  Jay M. Pasachoff

CON Section: 02  W 3:10 pm - 4:00 pm  Jay M. Pasachoff

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

Cross-listings:  HIST 254  AMST 254  LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways
that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities’ own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus’s arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the “Columbian Exchange,” and contended with Euro-colonial projects of “discovery” and colonization. Indigenous nations’ multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance 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.

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**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 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 2022**

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

**LEAD 258 (F) The Media and American Democracy**

**Cross-listings:** PSCI 258 LEAD 258

**Primary Cross-listing**

The course examines the relationship between the press and government, its watchdog function, how social media and the Internet are changing its role, the emergence of independent investigative bodies such as Pro Publica, and the myriad ways in which the press has helped shape American history, for better or worse. The course goes behind the headlines to examine the delicate interplay between government and press, peels back the familiar classics of American journalism, but also incorporates the current conflicts and tensions between the press and government. In the new age, how does the press define or redefine balance, neutrality, the quest for objectivity, and restraint. Who is a journalist, a once relatively easy question, but one now fraught with complexity? There has been a tectonic shift in the fundamental standards and practices of the press in recent years. What are those changes and how does it augur for the future of the press and democratic institutions?

**Requirements/Evaluation:** Several short papers, 10-15 page research paper.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Preference to Leadership Studies concentrators and Political Science majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option
LEAD 262  (S)  America and the Cold War

Cross-listings: HIST 261  PSCI 262  LEAD 262

Secondary Cross-listing

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

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

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:

HIST 261 (D2) PSCI 262 (D2) LEAD 262 (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: LEAD 270  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:
LEAD 270 (D2) HIST 270 (D2) AFR 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.

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

Not offered current academic year

LEAD 280  (S)  Emancipation to BlackLivesMatter

Cross-listings: AFR 280  HIST 280  LEAD 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.

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: 40

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, yes 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

Spring 2023
LEC Section: 01    MW 11:00 am - 12:15 pm     Tyran K. Steward

LEAD 285  (F)  The Revolutionary Generation: Galaxy of Leaders

Cross-listings: PSCI 257  LEAD 285  HIST 354

Primary Cross-listing

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

Requirements/Evaluation: three papers, weekly class presentations, and active participation in all discussions
LEAD 296 (S) Human Rights and National Security: Seeking Balance in the United States

Cross-listings: LEAD 296 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:

LEAD 296 (D2) HIST 296 (D2)

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

Spring 2023

LEC Section: 01  TF 1:10 pm - 2:25 pm  Vanessa Walker

LEAD 301 (S) Museums: History and Practice

Cross-listings: LEAD 301 ARTH 501 ARTH 401

Secondary Cross-listing

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have
resulted in today’s institutions. Looking at museums past and present internationally, seminar participants will envision the future of museums as we recognize programmatic and re-organizational developments in our own moment of civic and social unrest. The class will consider this future while examining existing governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning of works of art, and issues in repatriation and restitution of cultural property. Surveying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, we will investigate current trends in acquisition, exhibition and educational programming in light of a changing canon. In addition, class discussions will have a special focus on how museums might strive to balance their traditional scholarly and artistic roles with their future civic and social responsibilities, doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester
Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course
Enrollment Limit: 10
Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Unit Notes: satisfies the seminar requirement for the undergraduate Art History major
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 301 (D2) ARTH 501 (D1) ARTH 401 (D1)
Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2023
SEM Section: 01  W 1:00 pm - 3:50 pm  Michael Conforti

LEAD 311  (F) Congress
Cross-listings: PSCI 311 LEAD 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

Fall 2022
SEM Section: 01  TR 11:20 am - 12:35 pm  Cathy M. Johnson
LEAD 312 (S) American Political Thought (WS)

Cross-listings: PSCI 312 LEAD 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.

Class Format: For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending weekly synchronous tutorial sessions.

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 LEAD 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
**LEAD 315 (S) Parties in American Politics**

**Cross-listings:** PSCI 315 LEAD 315

**Secondary Cross-listing**

Is the American party system bankrupt? 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 and organizing power. But their worth is a continuing subject of debate. Parties have been celebrated for linking citizens to their government and providing the coherency and unity needed to govern in a political system of separated powers. Yet they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system itself, claiming 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? This semester, we will explore answers to these questions in a tutorial-style seminar format.

**Class Format:** This course will be taught remotely in a quasi-tutorial style format with students meeting with the instructor weekly in small discussion groups.

**Requirements/Evaluation:** Students will be responsible for writing three 5-page papers and three 2-page critiques. Students will also be asked to take responsibility for managing discussion and presenting work at different points in the semester.

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

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

- PSCI 315 (D2) LEAD 315 (D2)

**Attributes:** PSCI American Politics Courses

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Spring 2023

SEM Section: 01  MR 1:10 pm - 2:25 pm  Nicole E. Mellow

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**LEAD 319 (S) Angela Davis: Political Theory, Activism, and Alliances** (DPE) (WS)

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An Autobiography; Soledad Brother: The Prison Letters of George Jackson; The Morning Breaks: The Trial of Angela Davis; Women, Race, and Class; If They Come in the Morning.*

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24 hours before the seminar begins.

**Prerequisites:** Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.
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) INTR 320 (D2) AMST 308 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised with critical feedback from professor and peers, accompanied by a one-page statement explaining student’s revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

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 LEAD 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:

PSCI 320 (D2) LEAD 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

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Mason B. Williams
LEAD 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)

Cross-listings: LEAD 321 ASST 321 HIST 321 ASIA 321

Secondary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion

Requirements/Evaluation: class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 10-15

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:

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2) ASIA 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not offered current academic year

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

Cross-listings: REL 412 LEAD 412 ASIA 412 ASST 412 GBST 412 HIST 496 LEAD 322

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?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

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

Cross-listings: GBST 321 PSCI 322 LEAD 324

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:

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

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

LEAD 325 (S) The Roosevelt Style of Leadership
In this seminar, we will study the political and moral leadership of Theodore, Franklin, and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were the ideas behind TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies and especially the writings and speeches of TR, FDR, and ER, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Requirements/Evaluation: Participation in class discussions, oral reports, several short papers and one research paper.
Prerequisites: Courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar
Enrollment Limit: 12
Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 325 (D2) HIST 358 (D2)
Attributes: HIST Group F Electives - U.S. + Canada

Spring 2023
SEM Section: 01   TF 2:35 pm - 3:50 pm   Susan Dunn

LEAD 330 (F) Senior Seminar: The Nuclear Revolution
Cross-listings: LEAD 420  PSCI 420  LEAD 330
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 prenuclear 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. Classes will be taught remotely. 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.
Class Format: This course will be taught remotely. All class discussions will be synchronous.
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:
LEAD 420 (D2) PSCI 420 (D2) LEAD 330 (D2)
Attributes: PSCI International Relations Courses
Not offered current academic year
LEAD 332 (F) New York City Politics from the Blackout to Bloomberg (WS)

Cross-listings: PSCI 310  LEAD 332  PSCI 332

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

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

Distributions: (D2) (WS)

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

PSCI 310 (D2) LEAD 332 (D2) PSCI 332 (D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

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

Not offered current academic year

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

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

**Not offered current academic year**

**LEAD 361 (F) The CIA and American Foreign Policy**

**Cross-listings:** PSCI 361 LEAD 361 HIST 355

**Secondary Cross-listing**

Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department—the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.

**Requirements/Evaluation:** Midterm, several short papers, and a research paper.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science and History Majors, prior coursework in American foreign policy.

**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 361 (D2) LEAD 361 (D2) HIST 355 (D2)

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

**Not offered current academic year**

**LEAD 389 (S) The Vietnam Wars (DPE)**

**Cross-listings:** LEAD 389 HIST 389 ASIA 389 ASST 389

**Secondary Cross-listing**

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

**Class Format:** This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

**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:

LEAD 389 (D2) HIST 389 (D2) ASIA 389 (D2) ASST 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 LEAD 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:

HIST 396 (D2) LEAD 396 (D2)

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

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Vanessa Walker

LEAD 397 (F) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.
LEAD 396 (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 2023
IND Section: 01    TBA     Justin Crowe

LEAD 425 (S) Leadership and the Anxieties of Democracy
Cross-listings: PSCI 357 LEAD 425

Primary Cross-listing
This capstone course 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)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 357 (D2) LEAD 425 (D2)
Attributes: LEAD Facets or Domains of Leadership  PSCI Research Courses

Spring 2023
SEM Section: 01 W 1:10 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 guest 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 in government, business, philanthropy and healthcare. 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: Short paper and final project or presentation; In-Class Discussions

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies Department

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: William E. Simon, Jr., ’73. Businessman, lawyer and philanthropist. Earlier in his career he was Asst. U.S. Attorney in the Southern District of N.Y. and the 2002 California Republican gubernatorial nominee. He is Trustee Emeritus of the College.

Attributes: STUX Winter Study Student Exploration

Not offered current academic year

LEAD 16 (W) Effective Advocacy and Public Speaking

Clear and persuasive public speaking, whether before a small group or a much larger audience, is essential to effective leadership and career development. This course is designed to enhance a student’s ability to develop a position on a significant issue and to advance and defend that position orally. This course will give students, either singly or in pairs, numerous opportunities to make presentations and receive immediate feedback from the Instructors. The course will consist of three sessions per week lasting approximately 120-150 minutes, with an initial organizational session to select a topic to be presented or debated. Students may choose the method of their presentation, and each students may select their own presentation topic or choose from a list of suggested issues.

Requirements/Evaluation: oral presentations of 3-10 minutes throughout the course, but no less than once a week; listen to and critique each other’s presentations throughout the course

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference to seniors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: David Olson and Stephen Brown are experienced trial lawyers and Robert Schwed is an experienced business lawyer. They taught this course in January 2022 as LEAD-16.

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Not offered current academic year

LEAD 17 (W) Mindful Leadership

Why should anyone be led by you? What are you doing to strengthen your ability to speak truth to power, to embody compassion, and to perform at your best? Mindfulness can shift our baseline level of happiness, help us to navigate upheaval in our lives, and enable us to 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...especially if we can harness flow). You will also explore storytelling, decision-making, debriefing, embodied dance, the enneagram, pivotal life moments, and polarities. Ready to drop in, breathe, and show up 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 contribute to lead a session for the Williams community. Through readings, podcasts, and videos we will be inspired by thinkers such as: Amy Edmondson, Jim Detert, Zander Grashow, Kelly Lewis, and
Christopher Alexander as well as mindfulness practitioners such as: Jack Kornfield, Mark Coleman, Ruth King, and Sharon Salzberg. You'll also venture off-campus with your pod to explore the Clark and MASS MoCA.

Requirements/Evaluation: final project or presentation

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 helps changemakers transform themselves, their organizations, & the world--though coaching, mindful leadership, & organizational development. He has worked with clients such as: The Gates Foundation, Google, MIT Solve and the Williams Ski teams.

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

Not offered current academic year

LEAD 22 (W) Ski Patrol: Outdoor Emergency Response

Cross-listings: SPEC 22 LEAD 22

Primary Cross-listing

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. Each week there will be ~12 hours of practical outdoor work at Jiminy Peak and on campus. Exact class timing (morning vs. afternoon; 4 vs. 6 hours per meeting; etc.) will be determined based on student and instructor availability. Additional homework/practice may be required. Class attendance is mandatory. The course includes certification in CPR.

Requirements/Evaluation: Written and practical exams

Prerequisites: Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician

Enrollment Limit: 16

Enrollment Preferences: The course will be limited to 15 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: An alumnus of Williams ('85) with a PhD in Materials Science, Tom Feist worked for General Electric, taught Chemistry at Williams, and has ski patrolled for over 40 years. He is a National Ski Patrol Instructor Trainer and patroller at Sugarbush, VT.

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

SPEC 22 LEAD 22

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

Not offered current academic year

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

Not offered current academic year